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ABSTRACT

A project was developed and implemented to increase developmentally appropriate activities for children in 79 Orange County, Florida, public schools participating in the Extended Day Enrichment Program (EDEP). Personnel from the EDEP were enlisted to produce curriculum kits, resource portfolios, cultural immersion workshops, and music, art, dance, and drama videotapes for the training of EDEP staff. As a result of this intervention program, developmentally appropriate activities were implemented at 64 out of 79 EDEP sites, with a substantial increase in the use of child-selected and child-directed activities. In addition, EDEP staff facilitated child-selected activities, increased social interaction, and became involved in active rather than passive supervision. Twenty appendixes provide copies of various forms and documents used and produced by the EDEP to develop and implement the program. Contains 39 references. (MDM)

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ED 367 438

Implementation of Developmentally Appropriate Activities for School-Age Youth in the Extended Day Enrichment Program

by

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for the degree of Doctor of Education

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Abstract

Implementation of Developmentally Appropriate Activities
for School-Age Youth in the Extended Day Program

This report describes the process used to increase developmentally appropriate activities for youngsters in school-age child care programs operated by a large school district. Training, staff expectations, and program goals varied widely at the 79 school sites. The challenge was to equip a rapidly growing school-age child care program with motivated, qualified personnel capable of engaging children in developmentally appropriate activities.

Areas of need, which were addressed, included building staff/child relationships, determining program goals, modeling appropriate adult group leader behavior, incorporating cultural enrichment, and managing space allocation. Standards for developmentally appropriate practice in school-age child care were discussed.

To effect changes, personnel from the Extended Day Program were utilized in producing staff development opportunities. These projects included a loan system of resource portfolios, hands-on curriculum kits, and cultural immersion workshops. Music, art, dance, and drama were featured in four videotaped children's shows produced as a subterfuge for adult group leader training material. The videos were designed for viewing by group leaders simultaneously with children at their site. Employees were allowed to select staff development opportunities.

As a result of practicum intervention, developmentally appropriate activities were utilized at 64 out of 79 school-age child care program sites. Effectiveness of staff development was related to involvement of ultimate users in the development, dissemination, and utilization of many different training products.

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Chapter 1

Problem Statement and Community Background

General Statement of the Problem

Between school bell and dinner bell, what happens for youth in school-age child care settings? Are those hours spent expanding horizons or aimlessly waiting? At the time of this project (1991), the challenge in Orange County, Florida, Public Schools (OCPS) was to equip a rapidly growing school-age child care program with motivated, qualified personnel capable of engaging children in developmentally appropriate activities.

At the 63 Extended Day Enrichment Program sites, daily activities varied from passive supervision of unstructured playground time to highly structured, academic enrichment. Adult leadership styles varied from laissez-faire to highly controlled within a school site and from school to school. Behavior management techniques also varied from inappropriate and/or ineffective to highly effective. Backgrounds of staff members varied; over 80% of the staff were nonprofessional with little training in child development. Staff turnover rates varied from less than 1% to 100% staff turnover in a year.

Regardless of differences in staffing, philosophy, and management, the goal for the Extended Day Enrichment Program was to implement developmentally appropriate activities at all sites.

Description of the Immediate Problem Context

The Extended Day Enrichment Program, operated by Orange County Public Schools, provided supervision for elementary age children before and after school at their school site to address needs of latchkey children. In Orange County, 7,000 school-age children were served daily by the program in 1990. The program operated at 63 of the 78 elementary school sites. Typically, students attended from 7:00 a.m. until school began and after school until 6:00 p.m. During summer and on days when school was not in session, the program operated full-day. Two year-round schools also offered full-day child care on campus for "off-track" students.

The Extended Day Enrichment Program received no general education revenue. The program was totally self-supporting through user fees charged to parents as part of the community education program of Orange County Public Schools. Fees were set by a district advisory committee based on actual costs for providing services. The philosophy of the district advisory committee was to minimize program costs in order to attract latchkey children who would otherwise be unsupervised before and after school. Use of school facilities allowed the price structure to be low; $16 per week for 22 hours of supervision, or about one-third the cost of other child care available in the area as documented in a study by the University of Central Florida (Dziuban & Hynes, 1990).

Florida Health and Rehabilitative Services (HRS) was the state agency responsible for regulating child care services in Florida. Only child care programs administered by local education authorities (LEAs) on school property

were exempt from HRS regulations due to the fact that they were regulated by the Florida Department of Education (DOE). HRS regulations applied to all other child care establishments as well as individual home child care, and to profit as well as nonprofit organizations. Recreation programs for children were also regulated by HRS. Although the OCPS Extended Day Enrichment Program was exempt from HRS regulations, most DOE standards were comparable.

The Extended Day Enrichment Program embraced school-based management through joint administration by elementary principals (n=63) and community school administrators (n=8). A 1988-1989 Annual Report of OCPS stated that "school-based management and strategic planning along with broad-based community involvement have allowed the district to be responsive to the current needs of students and the community" (Orange County Public Schools, 1989, p. 8). The organization of each site was a unique hybrid of site management, community school monitoring, and district office support. In this tripartite administration of the Extended Day Enrichment Program, each segment had specific responsibilities. Elementary site principals were responsible for day-to-day operation of the program and the selection and supervision of Extended Day staff. Typically, programs had a site coordinator and additional group leaders in the ratio of 1 group leader per 20 children.

Community school administrators handled all payroll, personnel transactions, and financial expenditures for equipment, supplies, and activities. These administrators were located at area high schools and served other school sites in a defined geographic area. In addition to the Extended Day Enrichment

Program, community school administrators coordinated programs for adult education, literacy, vocational training, health, lifelong learning, leisure, and recreational pursuits. Community education was a programmatic umbrella, which allowed school facilities to be used before and after school hours for community benefit.

At the district office, there was one district resource teacher who reported to the Senior Administrator for Adult and Community Education. The writer of this project was the District Curriculum Resource Teacher for Community Education and the Extended Day Enrichment Program. The principal duties of project manager were coordinating the Extended Day Enrichment Program and providing in-service training. In effect, the District Resource Teacher served as program consultant for the Extended Day Enrichment Program.

Uniformity, structure, and consistency in the Extended Day Enrichment Program had to be balanced with flexibility. School-based management allowed many program decisions to be made at each site, which resulted in great diversity. Although operating under the same general guidelines, sites varied in program structure, format, and activities. Each of the 63 Extended Day Enrichment Program sites offered a unique interpretation of school-age child care.

Description of Surrounding Community

Orlando, central Florida's principal city, has been readily identified with major tourist attractions. Mickey Mouse of Walt Disney World was the area's most highly acclaimed local celebrity. Tourism, service industry, and commerce impacted population growth in central Florida. The Orlando

metropolitan area encompassed three counties and had a population of approximately 1 million in 1990.

Orange County had the highest population density of the tri-county Orlando metropolitan area. Orange County's population growth rate from 1980 to 1988 was 32%. A population growth rate of 62% was projected from 1988 to 2020. In 1990, Orange County had a population of 623,425. In assessing the population demographics, the racial distribution was 82.6% White, 16.2% Black, and 1.2% other. Age distribution in Orange County showed that 21.1% of the population was under the age of 15. The category of persons between the ages of 15 and 45 represented 48.2% of the population. Persons aged 45 to 64 accounted for 19.3% of the population, and persons over the age of 65 accounted for 11.3%.

Orange County's financial profile (1987) showed the average per capita personal income was $15,785. Census figures (1980) showed that 10.1% of the county's families were below poverty level. Orlando Chamber of Commerce statistics indicated that annually, more than 60,000 new adult residents, predominantly young, white-collar workers, moved to Orlando.

The Orange County Public School system was the 23rd largest district out of more than 16,000 in the nation and the sixth largest in Florida. There were 102,492 students in the K-12 program (1990-1991). According to Marty Murray, Resource Teacher for OCPS Postsecondary Adult and Community Education, there were over 150,000 adults enrolled in adult and vocational classes.

The Crime Commission of Mid-Florida (1988) compiled statistics on

latchkey children for the Orlando metropolitan area, which showed that 67% of all working women were either the sole support of their families or had husbands who earned less than $15,000 per year and that 60% of children under 14 years of age had working parent(s). The Florida Department of Health and Rehabilitative Services (HRS) reported there were 252 licensed child care facilities in Orange County with 23,100 child care slots. There were 54,024 children 14 years of age, or under, not accounted for through child care slots or extended family care. Information from the University of Florida through the Florida Cooperative Extension Service's "Project Home Safe" (1988) indicated that the number of children allowed to stay home alone increased with the child's age and competency. In focusing only on elementary age children (ages 5 to 11) in Orange County, there were 23,300 latchkey children. The OCPS Extended Day Enrichment Program served 7,000 of these children. According to HRS, there were 2,290 other licensed child care slots for school-age children. Therefore, in Orange County, 14,100 elementary age children were home alone before and after school.

Chapter 2

Problem Definition and Evidence

Problem Background

As the Extended Day Enrichment Program grew from 2 sites in 1982, to 63 sites in 1990, and from 5 employees to 910 employees, there was a change in the educational background of Extended Day staff members. Originally, all Extended Day employees were professional teachers. In 1991, only 14% of the Extended Day employees were professionally trained teachers.

From the program's inception early in the 1980s, there was an assumption that professional teachers would be staffing the Extended Day Enrichment Program. A memo dated December 11, 1981, proposing procedures for the pilot school-age child care program stated, "Qualified teachers would work both morning and afternoon sessions to provide a well-rounded activity program." Two pilot programs (1982) were staffed with certified teachers. Later, in 1984, staffing information provided to the Florida Department of Education in a program query showed that 67% of the Extended Day staff members were professional teachers. As the number of employees increased, the percentage of professional teachers decreased. The staffing profile for 1991 indicated that only 14% of the Extended Day employees were professional teachers.

Although it appeared that variations in Extended Day activities, leadership, and behavior management were attributed to hiring nonprofessional staff members, further investigation showed otherwise. Site visits by the district resource teacher revealed differences in professional teachers' performance as

Extended Day staff members.

Some professional teachers operated Extended Day activities as an extension of classroom time by embracing the same behavior norms and expectations. Other professional teachers used before and/or after school employment as an opportunity to complete classroom tasks such as grading papers while they were overseeing Extended Day youth. Other professional teachers appeared tired from their full-time teaching responsibilities and used Extended Day employment as a time to sit outside and talk with other adults while supervising children on the playground. Of course, some professional teachers did make Extended Day activities distinct from classroom routines by encouraging social interaction, child-selected activities, and diversity.

Performance of nonprofessionals as Extended Day staff members also revealed differences as observed during site visitations. Some nonprofessionals, through their own experiences or readings, created child-oriented environments that stimulated mental, physical and social growth. Some nonprofessionals, who were working only part-time at the school, had more energy to offer Extended Day activities because they were not working 11-hour days typical of many staff members. Just like their professional counterparts, some nonprofessional staff members appeared tired from their other positions and offered passive supervision from a corner of the playground. For some nonprofessional staff members, the position of site coordinator represented their highest career accomplishment. Such employees often placed higher value on their Extended Day performance than employees for whom Extended Day employment was supplemental to a more prestigious position.

Differences in Extended Day Enrichment Programs were deeper than professional versus nonprofessional staffing. Extended Day employees who understood children's needs and how to meet those needs seemed to engender a greater variety of developmentally appropriate activities for children.

Community school administrators reported increasing difficulty in finding professional teachers willing to work in the Extended Day Enrichment Program. Reasons given were low salaries, long hours above and beyond the full-time teaching job, and family commitments.

As the number of professional educators employed by the Extended Day Enrichment Program decreased, community school administrators found a greater need for staff training. Requirements for employment included fingerprinting, a law enforcement background check, an affidavit of good moral character, and a child abuse registry check. There were no educational requirements for employment in the Extended Day Enrichment Program. Of the 910 employees processed through the personnel office for employment in the program, 77% were nonprofessional classified personnel already working for the school district in some other capacity, 14% were professional teachers, and the remaining 9% were from outside the school system.

Employee turnover of 21% created a staffing predicament. Approximately 180 new employees were needed to fill positions vacated by staff turnover. Program growth further intensified this dilemma. According to Dr. Dennis Jackson, Senior Administrator, OCPS Pupil Assignment, the student population was projected to increase to 131,602 students by the year 2000. A 5-year plan for new school construction, from 1990 to 1995, included 24 elementary, 5

middle, 5 ninth grade centers, and 2 high schools. Dr. Roy Eldridge, Associate Superintendent for Elementary Education, anticipated Extended Day Enrichment Programs opening at every one of the new elementary school sites. Program expansion, rapidly growing student population, and employee turnover created staffing challenges.

Staff training in the Extended Day Enrichment Program had rough times and generated intense controversy. In the first two years, when only a handful of schools were operating Extended Day Enrichment Programs, there were not sufficient numbers to justify a staff training program. By 1985, Extended Day Enrichment Programs had been opened at 14 elementary school sites. Although most programs were small, it was evident from parent pressure on principals and from newspaper features and editorials that Extended Day was ready to experience rapid growth in both number of sites and number of children served.

The Associate Superintendent for Vocational, Adult, and Community Education, whose department had responsibility for Extended Day Enrichment Program operations, was concerned about liability issues and staff qualifications. Voluntary compliance with HRS licensure requirements was considered. Site coordinators met in August 1986, for a county-wide meeting to discuss program growth, staff development, and curricular needs. In 1987, Training for After-School Care (TASC) modules were written by the OCPS Child Care Service staff of Mid-Florida Technical Institute for training Extended Day employees. The Child Care Service staff successfully operated pre-service and in-service training following HRS certification requirements and curriculum for day care workers.

TASC training brought fierce resistance from many employees who resented having to do "homework" on their own time without pay after working an ll-hour day. Some employees felt their job security was endangered. Other employees threatened to quit because they already felt overworked and underpaid. Many protested having to submit evidence of accomplishment for each competency to an off-campus facility. Some of the modules required library research and creation of classroom materials. Turn-around time for grading and returning the completed modules was criticized by employees. Principals and community school administrators voiced concerns about documentation, excessive paperwork, and staff turnover. Some elementary principals required that every staff member participate in staff development. Other principals ignored the program entirely. Before the twelfth module was produced, the whole system was scrapped.

A task force of community school administrators, site principals, and Extended Day coordinators created in 1989, addressed staff development concerns. Representation from the various levels of joint program administration brought consensus. A new system, implemented in 1990, allowed Extended Day coordinators to be trainers for their site. This "new" system was utilized during this research project. Liability and board-adopted school procedures were major emphases. Dates and times were set by individual school sites, and employees were paid their regular hourly wage for four hours.

In evaluations of the training system, Extended Day site coordinators reported that teaching required procedures, such as handling prescription .

medicine, receipting money, filling out incident/accident reports, handling bodily fluid spills, and dismissal procedures, left almost no time to cover child development principles, effective behavior management, and curricular concerns.

To address deficiencies noted by Extended Day coordinators, county-wide staff development opportunities were presented in 1990, with funding from the Florida Department of Education School-age Child Care Incentive Grant. The $44,000 grant enabled recognized child development specialists to present workshop sessions. Employees were paid their hourly wage to attend. Selected employees participated in the Florida School-age Child Care Conference. Unfortunately, the grant did not fulfill all staff development needs. In 1991, the Extended Day Enrichment Program did not receive grant funding to support staff development, which exacerbated the problem of equipping the program with qualified personnel.

Evidence of Problem Discrepancy

Training or experience in child development were not prerequisites for employment with the Extended Day Enrichment Program. Applicants were required to be 16 years of age and to pass law enforcement and HRS background checks. The Extended Day Enrichment Program employed some high school and college students (n=21); but most employees were older. As shown in Table 1, 89% of the Extended Day work force was employed by OCPS in some other capacity. Teacher aides who worked full time or part time in the school system were the largest category of Extended Day employees. Teacher aides accounted for 63% of the Extended Day work force.

Professional teachers accounted for 14% of the Extended Day work force.

Although 910 employees listed on the active payroll worked in 1990-1991, only 600 employees were regularly scheduled staff members working 10 or more hours per week. Other employees substituted, worked only as needed during peak demand, taught special enrichment projects only one day a week, or requested a temporary break in employment.

Table 1

Employee Profile

Employment Category	Number of Employees	Percentage
Teacher aide full or part time OCPS	573	63%
Professional teacher full or part time OCPS	109	12%
Clerical staff full or part time OCPS	82	9%
Cafeteria staff full or part time OCPS	36	4%
Professional teacher not employed by OCPS	18	2%
High school student not employed by OCPS	12	1%
College student not employed by OCPS	9	1%
Custodial staff full or part time OCPS	6	1%
Other not employed by OCPS	65	7%
TOTAL	910	100%

Private day care facilities were regulated through Health and Rehabilitative Service (HRS) guidelines. School-age child care programs administered through the public school system came under the jurisdiction of the Department of Education (DOE). Whereas HRS created guidelines, inspections, and training requirements for the day care industry, the DOE's guidelines and policies for managing schools were deemed adequate for programs that extended the school's hours of operation. Local education authorities (LEAs) had the option of voluntarily submitting to HRS licensure of school operated child care programs. The Associate Superintendent for Vocational, Adult, and Community Education and the task force on staff development investigated the merits of voluntary HRS licensure.

HRS regulations required child care employees working in HRS licensed facilities to complete 30 hours of prescribed training. The HRS child care certification program was designed for child care workers and emphasized infant and toddler care. Very little information pertained to school-age children. Although DOE did not mandate educational programs for child care employees, the importance of training was recognized, not only to meet the needs of children but also to address the additional liability incurred by operating the program.

The difference between 4 hours of training currently required by OCPS Extended Day Enrichment Program and 30 hours would seemingly have created an obvious discrepancy between public school and private day care center programs. However, a study by the University of Central Florida's Educational Research Institute found little difference between HRS certified private day care

programs and school operated child care programs. A wide range of philosophies and implementation was found for after-school care in both OCPS and HRS-certified programs (Dziuban & Hynes, 1990).

Program growth was a factor since the program's inception in 1982, as shown in Table 2. Because the program was school-base managed, enrollment and staffing statistics were not maintained in the district office. Information was gleaned from annual community education grant reports, newspaper articles, news releases, and miscellaneous file information. Some of the numbers in the Table 2 were extrapolated from other statistics. Information from the personnel office was somewhat deceptive because the total number of employees nominated and appointed for work in the program was probably considerably higher than the number of regular, daily employees. Program growth was clearly demonstrated in Table 2 regardless of the accuracy of the intervening numbers.

Table 2

Growth of the Extended Enrichment Day Program

Year	# sites	# children	# employees
1982	2	41	5 (100% certified teachers)
1983	7	280	
1984	10	550	
1985	14	900	100 (67% certified teachers)
1986	24	1.500	
1987	32	1,900	
1988	40	3,100	
1989	52	5,000	
1990	63	7,000	910 (14% certified teachers)
1991	70	8,500	

The number of elementary sites that operated Extended Day Enrichment Programs increased each year. However, these statistics concealed the fact that programs which did not enroll adequate numbers of children were closed when the program did not generate sufficient fees to pay program expenses. Two sites, which served low income children, were authorized by the school board to operate at a loss until the program became financially independent. Programs reopened in response to community need. Generally, programs became financially viable when 40 students were in regular attendance.

Growth in the Extended Day Enrichment Program required hiring more employees. As demands for staff increased, the percentage of certified teachers employed in the program decreased. Hiring only certified teachers would have required drawing staff from a limited applicant pool. Hiring paraprofessionals and classified employees allowed administrators more flexibility.

Staff turnover fluctuated from site to site. Some programs operated for a year or more with no changes in personnel. Others had 100% turnover within a month. Community school administrators reported that staff turnover varied from year to year. For 1990, average staff turnover in the Extended Day Enrichment Program for all 63 sites was 21%. Changes in school administration and program coordinators, better employment opportunities elsewhere, and program routines resulted in staff turnover. Although most staff turnover was lamented, community school administrators and principals alike commented that total staff turnover sometimes was a welcome solution to staffing problems. Extended Day employees were hourly employees, which gave administration flexibility in hiring, firing, and scheduling. No guarantees

were made to employees concerning work schedules. Extended Day employees were not represented by any union or collective bargaining group.

Differences in background and program philosophy were evident during site visits by the district resource teacher. An "Extended Day Site Visit Report Form" was used to record impressions from site visits. Results are shown in Table 3. This report was not a formal evaluation, but rather a tool to record observations. Although no notes were taken during the visit, it was the project manager's practice to document impressions immediately following the visit, usually in her car before leaving the campus. These impression sheets were filed alphabetically by school near the project manager's telephone. On numerous occasions, these impression sheets served as a quick mental refresher of a particular program when problems or complaints arose later and allowed the project manager to appear familiar with 63 different Extended Day Enrichment Programs.

Some sites operated primarily as supervised playgrounds; other sites offered free movement between activity centers, and still others had set curriculum and lesson plans. Fee-supported enrichment classes were offered at some sites. These classes operated as a pull-out program for students who wanted and could afford them. Students who didn't pay continued routine activities at their site. Typically, fee-supported classes included baton, ceramics, karate, ballet, magic tricks, and piano lessons.

Differences in management were evident in the space allocation at the site. Some sites operated 150+ children in one large room, such as a cafeteria; other sites used classrooms and divided children in age groupings. The project

manager observed that all employees tried to provide safe supervision for youth; however, some staff members were better trained to deal with children and meet their developmental needs.

School-based decisions determined activities offered in the Extended Day Enrichment Program (see Table 3). Elementary site principals were responsible for day-to-day management of the Extended Day Enrichment Program at their sites. Many principals delegated the majority of management and programmatic tasks to the Extended Day coordinator. Other principals were heavily involved in day-to-day decisions, even to the extent of selecting and purchasing after-school snacks. The University of Central Florida's study of the Extended Day Enrichment Program stated:

> There was considerable evidence of a wide latitude in the ways in which the programs were organized ranging in almost complete emphasis on socialization to attempts to provide some coordination with classroom activities. (Dziuban & Hynes, 1990, p. 5)

Verbal comments from the two researchers who conducted the study pointed out that Extended Day Enrichment Programs varied so widely from site to site that they were hardly recognizable as being operated by the same organization.

The information in Table 3 reflected the compilation of observation data from Extended Day Enrichment Programs around the county in 1989 and 1990. Employees' activities were noted to ascertain the status of adult/child interaction. The information was somewhat deceiving. Not all activities were noted at every site, nor was the duration of the activity noted. For example, attendance taking at one site was a time-consuming activity during which the name of each child was called out. With 150 children in the program, this took 20 minutes with frequent interruptions to quiet the group. At another site,

attendance was inconspicuously taken by the group leader as snacks were distributed. Of the 20 different employee behaviors noted, only 4 involved direct adult/child interaction. These activities were active supervision, direct interaction through games or sports, leading music/singing, and administering first aid. Some duties were obligatory and offered little or no room for adult/child interaction, such as receipting funds or preparing written notices. Obligatory administrative functions accounted for 9 of the observed employee activities (see Table 3).

Table 3

Summary of Impressions of Site Visits by Project Manager, 1989-1990

Management of space:
- predominantly using classrooms (n=13)
- predominantly using playground (n=4)
- predominantly using cafeteria (n=12)
- mixed use of cafeteria/classrooms/playground (n=34)

Activities of employees:
- active supervision of children
- passive playground supervision from a chair
- direct interaction through games or sports etc.
- leading music/singing/guitars/autoharps
- preparing snacks
- receipting funds/other paperwork
- administering first aid
- talking with parents/sign in & sign out
- attendance
- communication via walkie talkie
- telephone communications
- preparing calendars and schedules
- preparing written notices about events
- discipline children
- cleaning up
- organizing materials
- conference with principal/staff
- excessive use of whistle or yelling
- staff members chatting in cluster while on duty
- grading student papers/homework from other job

The project manager observed that three patterns typically emerged. First, there were sites that operated primarily as adult supervised playgrounds. Next, there were sites that offered occasional variety for special seasonal events. Lastly, there were programs where variety was a daily part of the program with numerous options from day to day and week to week. Differences were also noted among staff members. Some staff members listened and encouraged dialogue with children. Others spoke authoritatively to the group rather than to the individual. Appropriate and inappropriate discipline was also noted. Impressions from each site involved many factors.

In 1984, a curriculum guide for the Extended Day Enrichment Program was produced by a local curriculum writing team. This large notebook of activities was provided to each program site. The curriculum filled a void, because previously there was no curriculum for the Extended Day Enrichment Program. Included in the curriculum were seven subject areas: physical education, art, music, cooking, science, language arts, and math. Although the curriculum had educationally sound activities, the material did not address appropriate styles in which after-school activities should be presented. When Extended Day staff members utilized activities in the curriculum, the results appeared almost identical to classroom academic situations. Typically, all 20 to 30 students worked on the same task at the same time under the direction of an adult staff member. Freedom to choose activities or to flow from center to center was not usually allowed. Extended Day staff members reported that they were familiar and comfortable with the adult role of "teaching" by standing in

front of 20 to 30 children. Leadership dynamics were not included in the curriculum.

In 1989, parents with children enrolled in the Extended Day Enrichment Program were surveyed. Results of this survey were compiled (see Appendix A). Although parents gave the program generally high marks and 84% of those who responded rated the overall program as "excellent" or "above average," their narrative comments indicated some concerns. Comments included emphasis on improved disciplinary methods; specifically, "don't yell at the kids." Parents also commented that "there is not enough space indoors, so all age groups are crammed together." Other comments showed concern for the curriculum offered; "not enough variety," "assist with homework," and "group leaders should be more involved in the sports activities." The survey showed a general feeling that snacks were not as healthy and nutritious as parents would like.

In a different survey, also completed in April 1989, Extended Day employees revealed that discipline and curriculum were their prime concerns. The following areas were specifically mentioned in the narrative response section: (a) discipline, especially older children; (b) controlling a group; (c) new and fun activities; (d) supplies not up to date; (e) need more time to talk to staff; (f) dealing with children's boredom; (g) disagreements and fighting; (h) burnout and stress of employees; (i) handling tattletales, cliques, and sassing; (j) activities for older kids; (l) management class for coordinators; (m) controlling noise; (n) more space and more storage needed; (o) children who want to do nothing; and (p) better organization of activities.

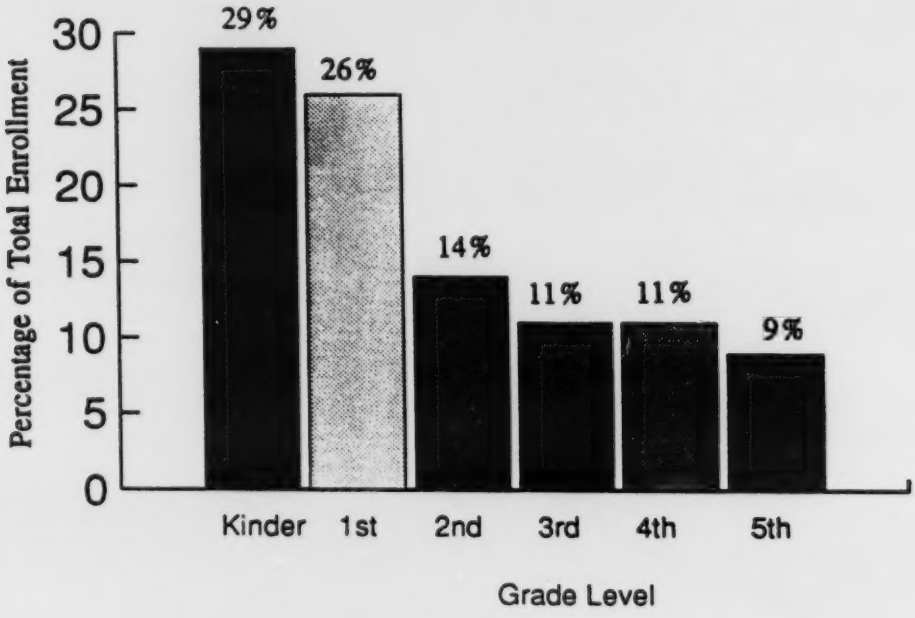
Over half of these topics (8 out of 15) related to developmental traits of the children. The survey revealed mixed reactions and negative responses to orientation and in-service training opportunities that had been provided previously. Further inquiry revealed that implementation of the controversial TASC training modules program coincided with this time frame. A survey of Extended Day employees, in April 1990, suggested interest in developmentally appropriate curriculum. Topics requested were: (a) ideas for structuring after school activities, (b) assistance with effective behavior management, (c) easy to implement, ready to use resources, (d) activities "right" for children of this age group, and (e) special activities for older children.

Enrollment statistics emphasized problems in retaining older elementary children in the Extended Day Enrichment Program. Decreasing enrollment of older children in the overall program was noted (see Figure 1). Many sites had quotas on various grade levels. For example, the second grade group was full and had a waiting list, but space was available in another grade level. These sites reported that the longest waiting lists were for the younger children. Other sites enrolled on a "first-come, first-served" basis and adjusted age groupings accordingly, often combining two grade levels. There was no district-wide policy on waiting lists. The enrollment statistics also indicated a predominance of younger children. Site coordinators reported parents have greater concerns for before- and after-school care for younger children than for older children. Extended Day coordinators reported that one of the reasons older students left the program was because they were bored. Coordinators also indicated that peer pressure caused older children to leave the program. Students felt that it

was not "cool" to be enrolled in day care. Extended Day coordinators who differentiated activities for older children and offered more variety and field trips reported fewer problems with decreasing enrollment of older children.

Figure 1

Summary of Extended Day Enrollment Reported by Grade, 1989-1990



Principals at five sites requested district office assistance for specific training to establish appropriate routines, activities, and child management (discipline) techniques. Extended Day coordinators at 16 sites contacted the district resource teacher with curricular concerns and requested assistance. Stakeholders had concerns and were looking for possible solutions.

Possible Causes of Problem

There was a "Catch 22" in the Extended Day Enrichment Program. The Extended Day Enrichment Program was supported almost totally from weekly

fees paid by families. Program costs were kept low to attract latchkey children who would otherwise have been left unsupervised. Operational costs had to be covered from fees collected; staff development and curricular changes increased operational expenses, which necessitated increased fees. And finally, fee increases hindered student enrollment.

Low wages and lack of fringe benefits were possible causes of staff dissatisfaction. The hourly starting wage for Extended Day employees was low, usually the federal minimum wage. Salary advancement was limited by local policy and capped at $8.25 per hour. Employees were strictly hourly workers. Fringe benefits such as annual/sick leave, hospitalization, and health insurance programs were not available. Staff dissatisfaction, if measured by staff turnover, varied with school site. One site required total restaffing of every position within a 6-week time period; other sites reported no staff changes. Staff turnover averaged 21% yearly, which was considerably less than 41% reported for private child care facilities in the National Child Care Staffing Study (Sheerer & Jorde-Bloom, 1990).

Another possible cause of the differences in Extended Day activities was differences noted in Extended Day staff members' backgrounds. Only 14% of employees working in the Extended Day Enrichment Program were professionally trained teachers. Employment in the Extended Day Enrichment Program did not require academic course work in child development or documented experience working with children. Other employment within the Orange County Public School system may have influenced Extended Day employees' attitude concerning before and/or after school employment in the

program. Table 1 showed that 89% of the Extended Day employees were employed in some other capacity with the school system. Extended Day employment was classified, part-time, hourly work. Therefore, most Extended Day employees viewed their before- and/or after-school employment as supplemental to their primary employment elsewhere in the system. Comments from Extended Day employees indicated that their primary employment took precedence over Extended Day employment.

Differences in employee energy and enthusiasm caused variation in Extended Day Enrichment Programs. Full-time teachers and full-time classified employees were often tired at the end of an 8-hour workday and chose the path of least resistance in determining activities offered to the youngsters in Extended Day Enrichment Programs. Reluctance to changing routines and traditions at some Extended Day sites possibly explained differences noted from site to site. When parents, children, staff members, and site-based management seemed reasonably satisfied with the status quo at their site, few, if any, changes occurred even when other activities were better grounded in developmental theory.

Resistance to staff development also caused differences noted in Extended Day Enrichment Programs. Resistance was attributed in part to low wages paid to employees, lack of professional esteem and career opportunities, time constraints of employees, lack of educational requirements, failure to document existing competencies, and the "Catch 22" of a program supported by user fees. Time magazine's cover story on October 8, 1990 (Johnson, Ludtke, & Riley, 1990) highlighted children as America's most disadvantaged minority and

pointed out that, across the board, people who dealt with children were more ill-paid, unregulated, and less respected than other professionals.

Sheerer and Jorde-Bloom (1990) believed that professional orientation was necessary for attracting and retaining qualified employees. They stated that "a well-defined career ladder for early childhood professionals does not yet exist. The situation has resulted in feelings of resentment between employees who do, and those who do not, wish to make a career in early childhood education" (p. 13).

In a study of 990 child care centers in Illinois, Sheerer and Jorde-Bloom (1990) developed a list of nine strategies utilized by private day care center directors to outmaneuver staffing crises. Five of the suggestions were applicable to local Extended Day Enrichment Programs, but were not being utilized:

1. Staff is paid for in-service meetings, home visits, and parent conferences that take place beyond regular working hours.

2. One-half of the dues are paid to any professional organization a teacher wants to join.

3. Incentive bonuses are given twice a year for outstanding job performance. This includes participating in professional development programs.

4. All expenses are paid for those who attend conferences and workshops.

5. Released time is provided for observing other programs.

Their study concluded that professional orientation was conveyed in many subtle ways. Paying employees an annual or monthly salary conveyed a powerful message of professionalism.

Time constraints of the Extended Day employees was another factor underlying job performance. As stated earlier, 89% of the employees already worked in the school system as classified employees or professional teachers. Their employment in the Extended Day Enrichment Program was a separate part-time hourly position. This additional employment meant that many workers were on duty in one capacity or another from 7:00 a.m. until 6:00 p.m. At most sites the Extended Day Enrichment Program offered full-day service on teacher workdays and staff development days. Employees resisted staff development activities at night or on weekends during their personal time.

Although the absence of educational requirements for Extended Day employees appeared to be a drawback for the program, community school administrators cited many instances where other attributes outweighed the lack of formal education. High school and college students, particularly males, had a profoundly positive effect on youngsters. These employees were particularly valued for their energy, leadership, and positive role model in playground recreation. In their collective experience, community school administrators believed personal characteristics, such as genuine warmth, creativity, common sense, and maturity, were better predictors of success than formal education. Community school administrators were quick to add that employees with formal education may also possess the attributes listed.

A factor underlying resistance to staff development may have been lack of a system to recognize an employee's work experience. A common theme in the criticism of the TASC training program was lack of respect for work that teacher aides were already performing. Employees questioned the need for

training to work with children after 2:00 p.m. when they worked with the same children earlier in the day.

Professional literature on school-age child care and latchkey children offered underlying factors to the problem under consideration. Bergstrom (1984) stated that the hours after school are crucial to children's development. The school-age period, defined by Bergstrom to be ages 6 through 13, was found to be full of change and growth. Bergstrom also noted that during the school-age years groundwork was laid for a healthy, fulfilling adulthood. Bergstrom (1984) referred to children's time out of school as "one of the most precious commodities in the life of every child. . . . [It] is the essential fabric of childhood and the underpinning of adult life" (p. 8).

Prescott and Milich (1974) proposed that child care centers which offered complex activity settings had programs of high quality. The presence of indicators of quality was associated with the presence of three program supports: (a) adults with know-how, (b) good space, and (c) unusual equipment and supplies. The term "adults with know-how" was used to describe exemplary employees from the standpoint of meeting developmental needs of youth. This term was used regardless of the employee's employment classification or professional status. Prescott and Milich (1974) also stated, "Careful planning and a competent staff make for a smooth operation" (p. 66), and then supported that statement with seven journal entries from their observations.

Piaget (1950) characterized children between the ages of 7 and 12 in the "concrete operations stage." Erikson (1950) termed this "the stage of industry."

Both Piaget and Erikson noted that children in this age group increasingly derive their sense of self-worth from their achievements and, as the peer group grows in importance, from comparing themselves with others.

Bender, Flatter, and Elder (1984) attempted to translate child development theory proposed by Piaget, Erikson and others into program planning with suggested schedules. Bender, Flatter, and Elder stated that school-age care programs should allow children to have friends, supportive adult role models, opportunities to make choices and explore their own interests, and first-hand learning experiences.

Ranson and Hedges (1989) in Program Development for School-Age Children pointed out the need for after-school program staff to understand and respect older children's different interest and abilities and their need to select their own activities.

Prescott and Milich (1974) found that older children (ages 10 or 11) were tired of child care and they did not like being in child care programs. One causal factor cited was that programs were lacking in meaningful things to do. Leadership, self-reliance, and purpose were suggested as parts of a character-building curriculum for older children. Another suggestion was allowing older school-age children to do unusual activities. A day-long bike trip was given as an example of an unusual activity.

Developmentally inappropriate activities and discipline problems were suggested by Todd, Albrecht, and Coleman (1990) as possible explanations of the decreasing enrollment of older elementary children in after-school programs. Rowland, Robinson, and Coleman (1986) studied parental perceptions of

latchkey children and noted that parents' willingness to allow children to stay home alone increased with the child's age and competency.

Chapter 3

Problem Situation and Context

Influences within the Immediate Problem Setting

School-operated child care for school-age children has become an expectation not only in the community, but in the school as well. School staff members have accepted minor problems and nuisances associated with sharing facilities. School staff, both professional and nonprofessional, were aware of activities in the Extended Day Enrichment Program and informally assessed the program's performance daily. Although only a small percentage of the school's staff was dually employed by the Extended Day Enrichment Program, the overall school staff had a vested interest, or at least an opinion, about what occurred during Extended Day; just as they had similar interest/opinions about other school programs. This pervasive ownership or commitment was illustrated with a scenario which occurred in the fall term 1990.

A third grade teacher, previously tolerant of the Extended Day Enrichment Program, observed poor child management techniques on the part of some Extended Day staff members. Marshalling children to the playground required excessive use of whistles and yelling. Discipline was verbally harsh and ineffective. After making comments to the coordinator, which were interpreted as interference, the teacher talked with the parents of her students and suggested that the parents remove their child(ren) from the program. Both the parent grapevine and the faculty lounge grapevine were active and the principal faced not only parental complaints but also varying opinion factions within the faculty.

Because the Extended Day Enrichment Program operated in an educational setting where training was valued, the principal solved the dilemma by instituting training in effective discipline techniques and recreational management for the Extended Day staff. This example also illustrated that a teacher not employed by Extended Day Enrichment Program would not ignore a situation affecting children in the larger school setting. Not only was building a qualified staff a helping factor in this situation, but symbolic ownership of the Extended Day Enrichment Program by school faculty was a facilitating factor as well.

Parents were also viewed as an internal program influence. Unlike classroom teachers who met children's parents occasionally at teacher conferences or PTA meetings, Extended Day staff members met parents every day. Likewise, parents saw and informally evaluated or critiqued Extended Day activities daily. This daily interface between parents and Extended Day staff was a facilitating factor. Parents sometimes sought advice from the paid care givers, and they expected Extended Day staff to have theoretical knowledge as well as experiential wisdom.

Parents were a facilitating factor in program growth. At district school board meetings parents demanded that new elementary schools open with Extended Day Enrichment Programs in place from the first day. Redrawing elementary school lines caused turmoil. Parental protest heightened when changes involved a school site that did not offer Extended Day services. It was parental demand that facilitated growth of the Extended Day Enrichment Program even to sites where principals had previously resisted.

The District Advisory Committee for the Extended Day Enrichment Program (composed of elementary school principals, community school administrators, Extended Day coordinators, and district office staff) recognized linkage between training and program quality. This group facilitated staff development by brainstorming and networking to maximize resources that were available within the school system. Recommendations for the program's fee structure were made by this committee for approval by the Associate Superintendent.

Another facilitating factor for this research project was a tradition of offering quality after-school care. The Extended Day Enrichment Program was recognized by Walt Disney World's Community Service Award for service to youth and by the Florida Department of Education as an exemplary program in the Adult and Community Education (ACE) Network. Two former governors, a U.S. senator, and numerous state representatives have visited OCPS Extended Day Enrichment Programs. Recognition and awards built a tradition of pride.

Although there were many facilitating factors, as mentioned above, there were also internal factors that hindered development of qualified Extended Day staff members. Extended Day employees resisted theoretical training as evidenced in 1987-1988 when TASC modules were used. Their resistance, as well as resistance on the part of some administrators, caused the whole system to be abandoned before it was fully operational. Resistance to change was a hindrance.

The Extended Day Enrichment Program was required to be cost effective and self-supporting. General school revenue was not used to support the

program. Clearly, the school board and school administration believed that their business was educating children, not providing child care. Fees were set low, at the "break-even" point, so the program was affordable to most working parents. Income generated by the Extended Day Enrichment Program remained under the control of the elementary site principal after operating expenses were paid to the district to cover salary, administration, and facilities usage (see Appendices B and C).

Salary costs for a half-day training session for 910 employees were in excess of $30,000. Training costs had to be passed on to the users through fee increases. Increased fees caused decreased student enrollment, especially for students third grade and above.

Employee turnover rate was 21%. Although this was considerably below the national average of 41%, it was still higher than desired. Every employee was an investment in time and money; when employees left, a new investment of time and money was required. Employee turnover was not only an economic hindrance to the program, it was also a programmatic concern affecting quality and impacting the children served.

Low wages were contributory to employee turnover. Extended Day employees were part-time hourly workers and received no health insurance, annual/sick leave, or job security. Beginning salary started at minimum wage and was capped at $8.25/hour for an experienced coordinator managing a program of over 200 children. Low wages and the lack of fringe benefits were hindrances to maintaining satisfied, well-trained employees.

Community school administrators were well-versed in adult education,

secondary education, and financial management; although elementary education was not part of their background. This factor hindered the Extended Day Enrichment Program; however, cooperative administration by elementary school principals and community school administrators allowed strengths and expertise of each group to complement the other.

External Influences in the Broader Community

Economic influences from the broader community included increases in the following areas: number of dual income families, employment of women regardless of family economic need, number of single-parent families, and fees charged by private sector child care providers. These factors were positive pressure for growth in response to community needs.

External economic factors influenced the Extended Day Enrichment Program. Extended Day coordinators often served as economic forecasters. In fall 1990 when the national economy took a downward turn, Extended Day coordinators reported a number of parents were laid off resulting in children being withdrawn from the program. Extended Day coordinators responded with cutting back hours and combining groups until enrollment increased. Likewise, site coordinators reported an ancillary effect of war in the Persian Gulf. Orlando had a major military installation. In a typical scenario, where one parent serving in the armed forces was mobilized, a single-parent family situation was created for the remaining parent. There were also military dependent children who were temporarily living with grandparents or extended family; these children started attending the program. Coordinators related that overall enrollment of military dependents increased.

Private child care providers voiced criticism of the Extended Day Enrichment Program stating that the school board was competing with private child care establishments. Peggy Kinder, OCPS's Associate Superintendent for Community Relations, repeatedly pointed out that the school system's Extended Day Enrichment Program was not in competition with private day care providers. She pointed out that there were insufficient HRS licensed day care slots to serve the number of latchkey children in Orange County. She made a distinction between enrichment programs and child care. In order to justify that distinction, well qualified staff with "know-how" was needed to deliver enrichment programs expected by the school board. Some private day care providers offered before- and after-school programs including transportation to and from the school site. However, many private providers were reluctant to provide after-school care because the same space used by younger children for full-day service generated higher gross receipts.

Political changes in Orange County government occurred in November 1990, when the county elected its first county mayor, having previously functioned with a five-member elected board of county commissioners. The person elected as county mayor was a long time supporter of local social programs, and she was instrumental in establishing the Orange County Citizens' Commission for Children. This commission was an umbrella agency to facilitate distribution of money for social programs. Previously, the Extended Day Enrichment Program had no means to serve low income children. The Citizens' Commission for Children provided summer scholarship aid for needy children. Increases in the number of economically needy children, especially

from immigrant populations, highlighted the need for Extended Day staff training in effective discipline and cultural diversity. Children from low income families supported by public assistance were a new clientele group for Extended Day staff. Scholarship aid spurred discussion concerning purpose and philosophy of the Extended Day Enrichment Program.

Very limited funds were available for training and staff development in the OCPS Extended Day Enrichment Program. In the previous year, the school system had received funds from the DOE School-Age Child Care Incentives Grant. Funds were used to cover salary and other expenses associated with staff development. The grant was not renewed. This represented a shortfall of $44,000 in grant funding for training. Because salary was the major expense related to staff development and training programs, this shortfall was a constraint to implementing developmentally appropriate activities for school-age youth.

Chapter 4

Project Conceptualization, Project Outcomes, and the Solution Strategies

Review of the Literature and Consultation with Others

There has been an assumption that as soon as a child enters school, the working parent's need for child care disappears. Just as school-age child care opportunities have lagged behind preschool child care opportunities, research on school-age child care has lagged far behind research on early childhood programs. In 1987, the National Association for the Education of Young Children published research-based statements of developmentally appropriate practices for programs serving children from birth through age eight (Bredekamp, 1987). There were no equivalent guidelines for school-age child care programs. In 1988, the American Home Economics Association sponsored Project Home Safe through the Cooperative Extension Service as an advocacy program on behalf of children. One component in the project was an initiative to develop guidelines for school-age child care programs. In 1991, Developmentally Appropriate Practice In School-Age Child Care Programs was published by the American Home Economics Association (Albrecht & Plantz). In that same year, revisions and expansions of the accreditation criteria of the National Academy of Early Childhood Programs were published to reflect the needs of school-age children and youth in Quality Criteria for School-Age Child Care Programs (Albrecht, 1991).

Other than the American Home Economics Association initiative, little

information was found on developmentally appropriate activities for children in school-age child care programs. Literature was found to support many aspects of establishing school-age child care programs and on characteristics of latchkey children. At Wellesley College Center for Research on Women, the School-Age Child Care Project conducted research, designed workshops, developed publications, and provided technical assistance and consultation for establishing school-age child care programs. School-Age Child Care: An Action Manual (1982), a product of Wellesley's School-Age Child Care Project, was a complete treatise on establishing school-age child care. The chapter on personnel stated, "Quality is linked with who the teachers are--love and caring isn't enough. You have to understand how children grow and develop and the meaning of behavior" (Baden, Genser, Levin, & Seligson, 1982, p. 215).

Hoffman (1974) reviewed the effects of maternal employment on children. Guidubaldi, Nastasi, Cleminshaw, and Perry (1986) conducted a nationwide study on maternal employment and child adjustment, which has shown there were few differences between children whose mothers were employed and those whose mothers were not. Clarke-Stewart (1987) researched quality in child care and found that quality of children's care was more significant than type of care. Roupp, Travers, Glantz, and Coelen (1979) found that children developed better in centers with well-trained teachers where children were separated into smaller groups than in centers where children were in large groups supervised by adults not specifically trained in child development.

In a study prepared by the Center for the Study of Public Policies for Young Children, Breedlove and Schweinhart (1982) pointed out cost

effectiveness of high quality early childhood programs over a 20-year period. Cost effectiveness was related to costs associated with juvenile crime, teenage pregnancy, and substance abuse. This type of social cost analysis was useful in pursuing funding sources, but not as a guide to cost analysis in the daily management of child care programs. Berrueta-Clement, Schweinhart, Barnett, Epstein and Weikart (1984) showed social and cognitive benefits in a longitudinal study of Perry Preschool youth through age 19.

Early childhood research about child care did not adequately address developmental needs of school children. Susan O'Connor from Wellesley College Center for Research on Women presented preliminary materials from a project called Assessing School-Age Care Quality (ASQ) at the National School-age Child Care Symposium in Washington, DC in November, 1990. In order to determine quality school-age care, ASQ asked "what are the developmental needs of this age group?" In answering that question, predictable sequences of growth and change universal to all children were examined in light of individual timing. This ongoing research was unpublished at the time of this project; however, O'Connor was very accommodating with phone consultations. Her conclusion was that quality school-age care required knowledge of child development.

Staff development information was gathered from other counties using the Florida School-age Child Care Coalition (FSACCC) and National School-age Child Care Alliance (NSACCA) as resource clearinghouses. Information was also gathered from a broader arena of human resource development for educators. Cost factors in implementation were rarely mentioned except in

general terms. Useful information was also gleaned from studying systems used in private day care facilities. Although the clientele group served by day care centers was usually younger than school age, private day care centers were operated under similar financial constraints found in the Extended Day Enrichment Program.

Sheerer and Jorde-Bloom (1990) addressed attracting and retaining quality staff with nine strategies for developing professionalism in day care employees. Their premise was that monthly or annual salary, as opposed to hourly wages, conveyed a powerful message about the day care center's professional orientation. They believed long-term employees should be rewarded with more vacation days, tuition discounts for their own children, and educational reimbursements. Citing the National Child Care Staffing Study's report of 41% turnover in day care employees, Sheerer and Jorde-Bloom advocated spending additional money to promote professional orientation which resulted in lower staff turnover. Most of the strategies involved training in some form, such as incentive bonuses for professional development, scholarships for further education in early childhood development, and paid in-service meetings. One suggested strategy with possible implications for the Extended Day Enrichment Program was release time for observing other programs. Another suggestion was to purchase all textbooks that employees needed for courses in which they enrolled. After the course was completed, these books formed the core of the center's professional library.

Examining after-school programs in other Florida counties revealed situations similar to those found in Orange County. Although vast differences

were found in the administrative structures and their relation to the school system, net results in programming for children were very similar. Other programs also experienced variations in the implementation of developmentally appropriate activities.

Staff development for Extended Day employees also differed in other Florida school districts. In Palm Beach County (FL), the Extended Day Program was administered centrally through the district office. Employees had the option to enroll in the HRS 30-hour day care training program offered through vocational education, or to enroll at Palm Beach Community College in the school-age child care training program. Employees advanced to a higher pay level upon successful completion of either program with pay differentials from $1 per hour to $3 per hour depending on the employee's job classification. Employees received college credit for their course work at Palm Beach Community College and were encouraged to pursue an associate degree in child development. Ken Hall, Assistant Director, Department of Adult and Community Education, Palm Beach Public Schools, related that employee turnover ceased to be a problem when salaries were increased. The maximum wage for Extended Day employees in Palm Beach County was $15.50 per hour, which was 81% greater than the highest wage allowed for Extended Day employees in Orange County.

Santa Rosa County (FL) Extended Day Program voluntarily submitted to HRS licensure and guidelines; therefore, employees were required to complete the HRS 30-hour training program as a condition of employment. Horace Neal, Director of Community Schools for Santa Rosa County Schools, believed that

HRS staff development enhanced their Extended Day Program, and he reported no difficulty in filling staff positions. Santa Rosa County had a total population of 84,000, which was smaller than Orange County's K-12 school enrollment.

The Director of Youth Programs for Orange County Parks and Recreation Department criticized HRS's 30-hour child development certification because the bulk of the information pertained to younger children. In his opinion, there was little relation between the course content and implementing developmentally appropriate activities for school-age youth.

The Youth Program Director for the City of Maitland (FL) Parks and Recreation Department stated that his employees objected to HRS child development certification because course information dealt primarily with toddlers and infants. Because it was a condition of employment, the City of Maitland paid all costs related to their employees attendance in the course.

Palmer (1989) advocated art, dance, drama, and music curricular training for after-school care givers. Palmer proposed that large blocks of time during after-school hours be used for creative endeavors. Children and the Arts curriculum was developed under her direction at the University of Central Florida through a DOE grant.

In How to Play with Kids, Therrell (1990) combined child development with leadership elements to enhance care givers' effectiveness in directing play activities. Therrell presented activities oriented workshops, which model group leader behavior for dynamic play. Therrell presented this workshop as part of the National School-age Child Care Symposium in Washington D.C., November 1990.

Training resources within Orange County Public Schools were reviewed. The Director of Training and Development proposed possibilities for Extended Day employees to attend instructional workshops offered for elementary teachers and aides. Coordinating efforts with the Training and Development Department afforded the Extended Day Enrichment Program numerous opportunities, which had not previously been explored. Media Services were also under the Director of Training and Development. Utilization of district office media services could enhance implementation of developmentally appropriate activities in the program. Videos, audio cassettes, posters, and equipment were available as well as the expertise of staff members to assist with production of specialized materials.

Ron Froman, Senior Administrator for Adult and Community Education OCPS, suggested a personal appeal to individual principals. Face to face analysis of problems and concerns with the principal at the school site gained principal support for implementation of developmentally appropriate activities for children.

Grant funding from other sources was suggested by Ron Atwood, Senior Administrator for Project Development Services OCPS. Because salary was the major cost in previous training grants, he proposed that one professionally trained employee go out to sites during normal operating hours to model behaviors for group leaders while they supervised children. In this manner, Extended Day employees could see developmentally appropriate activities implemented at their site with their youngsters.

Fink (1990) examined school-age child care throughout the United States.

Florida led the nation with 56 out of 67 districts involved in school-age child care. Florida was followed by North Carolina and Connecticut. In comparing capacity, Florida served 34,000 children, which is approximately 25,000 more than the second ranking state. Orange County Public Schools' Extended Day Enrichment Program was recognized by the Florida Department of Education as an exemplary program in the Adult and Community Education (ACE) Network. Instead of finding field-tested staff development strategies and programs from other states, other states looked to Florida.

Planned Solution Components

Based on research findings that addressed developmentally appropriate practices for school-age child care programs, the project manager espoused suggestions from the Project Home Safe of the American Home Economics Association (Florida Cooperative Extension Service, 1988). The two publications, Developmentally Appropriate Practice in School-Age Child Care Programs (Albrecht & Plantz, 1991) and Quality Criteria for School-Age Child Care Programs (Albrecht, 1991) were the basis for implementation of developmentally appropriate activities.

From Utz (1987) techniques for producing instructional television were utilized. Media psychology to improve impact and memorability was also used (Utz, 1987). Use of VCR in educational applications was suggested by Bensinger (1982) as was the use of authentic classroom situations in teacher training media. Foster (1979) stated that the power of film is more intense than either reading or hearing comparable material.

Suggestions for modeling group leader roles came from Joyce and Weil

(1980). Modeling was also recommended by Hunter (1982) in Mastery Teaching. Modeling teacher behavior was utilized in the video series. Although children would watch the videos for entertainment, the target audience was school-age child care employees. Group leaders would see effective and appropriate interaction between children and staff in the video dramatizations of school-age child care.

Strategies to increase professional development were suggested by Sheerer and Jorde-Bloom (1990). These suggestions included paying staff to attend in-service meetings and other activities, which take place beyond regular working hours. Release time was also proposed as a way to increase professional orientation. They recommended creating a well-defined career ladder for early childhood professionals. Suggestions from Sheerer and Jorde-Bloom (1990) were used in designing training and orientation for new coordinators. Their suggestions were also incorporated into reducing staff turnover to retain motivated employees with school-age child care "know-how." As suggested in the literature, staff turnover decreased by raising wages and increasing benefits.

Prescott and Milich (1974) proposed that child care centers that offered complex activity settings had programs of high quality. They suggested three indicators of quality: (a) adults with know-how, (b) good space, and (c) unusual equipment and supplies. The training and orientation for new Extended Day coordinators attempted to point out these quality indicators during guided site observations. Existing programs were encouraged to diversify activities through a professional resource library, curriculum loan kits, newsletters, cultural training, and activity videos.

Child development theory was translated into program planning by Bender, Flatter, and Elder (1984). They stated that school-age child care programs should allow children to have friends, supportive adult role models, opportunities to make choices and explore their own interests, and first-hand learning experiences. Restructuring Extended Day activities was discussed with principals and site coordinators during site visits. Self-determined goal statements at individual sites encouraged translation of program goals into operational plans.

Finally, communication and sharing brought together the various components of the project so that the final result would be improved child care for children in the Extended Day Enrichment Program.

Project Outcomes

Implementation of this project to increase developmentally appropriate activities in the Extended Day Enrichment Program was planned to achieve the following terminal objectives:

1. As a result of implementation of this project, Extended Day employees would increase the use of developmentally appropriate activities at 48 Extended Day sites, which represents 75% of the existing programs from January 1, 1991 to July 1, 1992. Progress would be determined through evaluation of site visits, examination of program plan sheets, consultation with principals, staff members, and parents.

2. As a result of implementation of this project, new staff development techniques would be developed and utilized from January 1, 1991 to July 1, 1992 to train new and existing Extended Day employees. Staff development

techniques would be evaluated on (a) the acceptance by staff members, (b) changes observed in program activities, (c) perceived usefulness to staff members, (d) effect on staff turnover rate, and (e) cost effectiveness.

3. As a result of implementation of this project, program goals would be determined and established at 63 Extended Day sites during the period of January 1, 1991 to July 1, 1992. Program goals would be individually determined and established at 63 Extended Day sites by cooperation of the principal, community school administrator, and Extended Day staff to meet the developmental needs of the age groups served.

In order to achieve the terminal objectives of this applied research practicum, the following intermediate objectives were established:

1. During the first 12 months of implementation, 75% of the regular Extended Day staff would avail themselves of self directed in-service opportunities at their school site or at county-wide programs that emphasized developmentally appropriate activities for school-age youth.

2. Video training techniques showing developmentally appropriate activities for school-age children would be developed to train employees in before- and after-school settings while they were supervising children.

3. A problem inventory of Extended Day concerns would be generated with input from staff members, coordinators, elementary principals, community school administrators, and district level administrators.

4. All (100%) new staff members hired by the program coordinators would receive training in a timely manner; no later than 8 weeks after their start date. Staff development opportunities would differentiate training needs.

5. Additional funding sources would be pursued, and grant proposals would be submitted to secure support for increasing implementation of developmentally appropriate activities in the program.

6. Curriculum kits of ready-to-use ideas would be created from materials developed in the district office and collected from site visits. Curriculum kits would circulate to sites via the school system's courier service.

7. Developmentally appropriate ideas would be exchanged through a newsletter for Extended Day personnel, site visits, and job swapping.

8. In at least three workshops, Extended Day applicability of ideas would be integrated into material presented at district level in-service offerings for teachers and teacher aides.

Side Effects

The project manager believed the implementation of developmentally appropriate practices would produce both positive and negative side effects. It was hoped that potential liability would decrease in the program because children engaged in age appropriate activities would be less likely to be injured in horseplay and roughhousing. Extended Day accidental injury claims were intermixed with all school related extracurricular activities, which include sports, band/orchestra, and clubs. Although decreasing potential liability was not measurable, providing a safe and secure environment has always been a basic tenet of the program.

Better relations between Extended Day staff members and the elementary school faculty were expected to be a positive side effect. Better communications would hopefully decrease friction between school faculty and

Extended Day staff members.

Self-esteem of Extended Day employees would hopefully improve. Sharing successful ideas might give recognition to veteran staff members. Materials created by Extended Day staff members would have the added benefit of greater acceptance by other Extended Day staff members.

A possible negative side effect of the project was increased employee dissatisfaction. At state and regional conferences, Orange County Public School Extended Day employees would meet employees from other districts and agencies. Data collected from other school districts operating after-school programs indicated that site coordinators in other programs received almost twice the wage of OCPS Extended Day site coordinators. Increased employee discontent would be a negative side effect. If this information brought higher salary levels within the program, the negative side effect would become a positive asset for the employees. If fees increased to cover higher salary costs, there would be negative side effects for parents. Negative side effects would also be experienced if fee increases caused enrollment to decrease.

Related Goals

The role of community education in providing school-age child care was a related goal of this Major Applied Research Project. Nationally, the percentages of school districts involved in school-age child care--either as direct providers, or through facility use agreements with provider agencies--were as low as 0% in some states (Idaho) or as high as 84% (Florida). This information was based on a national survey conducted by the School-Age Child Care Project of Wellesley College (Seligson & Fink, 1989). Not only was

Florida on the leading edge of school-age child care, but the Extended Day Enrichment Programs of Orange County (FL) Public Schools were recognized leaders in the state. Therefore, changes in OCPS Extended Day Enrichment Programs could have national significance.

Long-range concerns included governance of the program. The Community Education Department initiated the school-age child care program in 1982, to meet community needs. Community education provided the mechanism to utilize school facilities for nontraditional programs. By 1992, program expansion established programs at 79 out of 85 elementary school sites, or 93%. As program growth approached 100%, departmental politics over governance and control had been raised. Valid arguments were made for both sides--to align the Extended Day Enrichment Program with the Elementary Education Department, or to maintain affiliation with the Community Education Department.

Another related issue in school-age child care was the role of organized labor. Extended Day employees were not represented by a labor union. In situations where the employers were aware of and responded equitably to employee needs, labor unions did not become well established. If school management desired the current non-union status of Extended Day workers to be continued in the future, then employee benefits such as health insurance, sick/annual leave, release time, and better wages needed serious consideration.

Chapter 5

Implementation History

Original Action Plan

To accomplish the objectives, an action plan was designed based on the review of literature, study of local situational factors, and discussions with other practitioners. Basic elements in the action plan involved the following:

1. Self-determined goal statements were initiated at individual sites. The Operational Handbook was updated and expanded to include overall goal statement, administrative policies, and guidelines.

2. Problem inventories were compiled from program stakeholders--principals, coordinators, administrators, and staff members.

3. Videotape series were created by program personnel demonstrating developmentally appropriate enrichment activities in dance, art, drama, and music.

4. Training was provided for Extended Day staff members emphasizing both cultural enrichment and developmentally appropriate activities for children. New staff members received orientation and training.

5. Resource materials for staff members were decentralized and made more accessible in a system designed with Extended Day employee input. Networking was encouraged.

6. Hands-on curriculum kits and packets were developed utilizing expertise from within the program ranks. These kits were circulated to sites in ready-to-use form.

7. Communication and sharing between programs was implemented through newsletters, videos, and job swapping.

8. Additional resources were pursued through submitting grant proposals.

During the 18-month implementation period, the practicum manager adjusted the action plan and strategies as needed to match changing circumstances. A full description of activities, modifications, and results is included in the pages which follow.

Chronology of Implementation Activities

During implementation of developmentally appropriate activities for school-age youth in the Extended Day Enrichment Program, anticipated outcomes were accomplished, but some methods were altered to meet changing circumstances. Program expansion from 63 sites to 79 sites required adjustments in the action plan to train and orient new personnel in the program. Many activities were cyclical, such as preparation of bimonthly curriculum packets and newsletters. Some activities were ongoing, such as site visitations. Other activities were scheduled as needed, such as orienting coordinators to establish new programs. Although each new site had unique needs, much of the training process was repetitive from site to site once the format was in place. Therefore, for clarity and organization, implementation will be described chronologically within each component.

Many activities were implemented and occurred simultaneously during the first six months of the practicum. However, creating a set of curriculum training videos was foremost in importance for the success of the practicum as well as most time consuming during the initial period. In January 1991, after

reviewing data collected from Extended Day site visits, the practicum manager and selected Extended Day coordinators met with faculty from the education department of the University of Central Florida. Dr. Mary Palmer was developing "Children and the Arts," a program to expand implementation of art, dance, music, and drama in educational settings. The UCF project was funded in part by Florida's Department of Education. In the project, there was no component to produce videotapes illustrating developmentally appropriate activities in the area of dance, art, music, and drama for use in school-age child care programs. Collaboration allowed a "win-win" opportunity for both the university and the school system. Use of video production staff and equipment from Orange County Public Schools along with children and personnel from the Extended Day Enrichment Program provided a means to expand the arts curricula developed by UCF.

The UCF "Children and the Arts" Project involved 16 experienced educators from different school districts in Florida representing expertise in dance, drama, visual art, and music. Their primary objective was to function as a writing team to create developmentally appropriate arts curricula. This group enthusiastically endorsed the companion project of using video as an accompanying medium for their written endeavors. Information on teacher-created instructional videos was gleaned from Today's Video Equipment, Setup, and Production by Peter Utz (1987) and also from The Home Video Handbook by Charles Bensinger. In the opinion of Bensinger, "perhaps the greatest potential of home VCR is in educational applications" (Bensinger, 1982, p. 268).

Many ideas and formats for the videotape library were explored by the joint committees. One suggestion was the candid video approach where staff personnel would initiate appropriate activities and then attempt to catch spontaneous action with a portable camcorder. From the raw material, a professional narrator would discuss developmental stages and activities of "real children in real school-age child care programs." Use of authentic classroom situations in teacher training media was supported by Bensinger (1982). To further that proposal, staff members were encouraged to make use of school video equipment to catch kids in developmentally appropriate activities. Another proposal was to use budding child actors. Contacts were made with acting/talent studios in the Orlando area. There were sufficient aspiring young actors seeking television/video experience to give merit to this proposal.

In addition to production format, educational objectives and methods were discussed. Modeling appropriate roles for staff members was a key goal. The idea was not to tell group leaders what to do, but rather to show group leaders leading children in developmentally appropriate experiences in the arts. In Models of Teaching (1980), Joyce and Weil discussed behavior model technique in educational design as well as in delivery of instruction. Joyce and Weil concluded that the behavior training model was applicable to a variety of educational problems including teacher training.

The target audience for these videos was intended to be adult staff members in the program. Although staff training was the expected outcome, children in the program were a secondary audience, anticipating that the videos would be viewed during programmatic time. By creating a series of short

(i.e., 15-20 minutes each) videos of interest to children, adult staff members could view appropriate adult leadership roles while simultaneously fulfilling their child care duties. The tapes would disguise teacher training in a children's game show format. Another consideration in planning was diversity of activities. By showing many different vignettes, as opposed to fewer activities from start to finish, staff members would have a larger repertoire from which to draw. Appeal to the dual audience of youth and staff members had important economic considerations. Paying employees their hourly wage to attend training represented the greatest single cost in staff development. If all 900 Extended Day employees attended a four-hour in-service training, the cost to cover salaries alone would be $25,200. In Table 4, the salary of participants was calculated as a cost factor for training programs based on an average salary with fringe benefits of $7 per hour.

Table 4

Participants' Salary as a Cost Factor

Based on $5.60/hour average wage plus 25% fringe benefit = $7.00/hour

Number of Employees Participating in Training	Duration of Training			
	1 hour	2 hours	3 hours	4 hours
100	$ 700	$1,400	$2,100	$2,800
300	2,100	2,800	6,300	8,400
500	3,500	7,000	10,500	14,000
700	4,900	9,800	14,700	19,600
900	6,300	12,600	18,900	25,200

These costs justified experimental development of dual-audience videos as cost effective training materials. Although Extended Day Enrichment Programs were not operated for profit, their dependence on user fees as the sole source of funding required the fiscal impact of training to be monitored.

After four months of planning, developing group consensus for what was to be accomplished, and experimenting with amateur camcorder technique, it was evident that technical advice was needed. Conceptually, the practicum manager, Extended Day coordinators, and the group from UCF knew what they wanted to achieve, but lacked the technical expertise to proceed further. Too much time was being spent in unproductive activities as various plans were explored. A video director was brought into the project. He listened carefully to goals, objectives, and situational constraints; he also viewed samples of candid videos taken by the practicum manager and Extended Day coordinators. It was evident that the video project lacked results because it lacked an experienced director. The director suggested using techniques in media psychology to improve impact and memorability. Utz (1987) pointed out that between half and all of an instructional television program's content is normally forgotten by viewers after two weeks. In addition to all the principles of editing, camera angles, and scripting, programs must be designed with memorable content.

With an experienced director, meetings of UCF and OCPS Extended Day staff became more productive. A children's game show format was used to appeal to children while being a subterfuge of group leader training. It was acknowledged that primary appeal must be made to children viewing the videos,

even though they were considered the secondary audience. In anticipated viewing situations, children would outnumber the adults in a ratio of 20 to 1. A title for the series, "Search For A Star," was chosen that would not betray the secret mission of the tapes. One of the media psychology techniques was audience involvement. Therefore, audience participation in viewing "Search For A Star" was designed through scripting. In the narration, viewers (children in school-age child care) were asked to listen carefully and to vote for their favorite activity upon conclusion of the tape.

Another media psychology technique was immediate follow-up. Each video showed 10-12 vignettes of children performing developmentally appropriate after-school activities. These activities were selected from Children and the Arts (Palmer, 1990). Each video was totally devoted to one of the four areas--drama, dance, art, and music. With advanced preparation, group leaders could allow children to try their hand at activities demonstrated in the vignettes to provide immediate follow-up, not only for the youngsters, but for the group leaders as well.

The video director assisted with production schedules. Children in Extended Day Enrichment Programs were selected to be "actors," rather than aspiring, experienced child actors. This provided a unique enrichment for a limited number of Extended Day children to experience professional video production. After consultation with legal counsel for the school board, a parental permission form was devised for children who wanted to participate in the video (see Appendix D). At this juncture, it was necessary to determine that the final product would not be sold for profit. There were legal

ramifications concerning actors' rights if videos were sold. Some development costs were borne by the Florida Department of Education and Orange County Public Schools, which also precluded for-profit sale of the product. It was decided not to copyright the videos. The final product was therefore public domain material.

Other decisions were also made concerning technical aspects and location considerations. For higher quality definition in video taping, a 3/4" JVC-KY25U professional video camera was used with a Sony BVU-150 3/4SP recorder. The district AV media production crew consisted of five members--a lighting technician, two sound technicians, a camera operator, and a technical assistant. For lighting, four freestanding studio lights with diffusion umbrellas were used. For audio, a remote battery-operated microphone was concealed on the person playing the part of the group leader. Individual microphones were not placed on the children to increase their comfort level in an unfamiliar setting and to encourage their spontaneous response. An auxiliary directional shotgun microphone was manipulated by a sound technician to pick up the children's voices. The other sound technician functioned as mixer and determined appropriate levels for adult/child audio input.

Many factors pointed to the selection of Arbor Ridge Elementary as filming location. It was close to the University of Central Florida (UCF), which allowed fuller participation of UCF graduate students to prepare children in the program with enrichment activities in the arts. The principal of the school was innovative and supportive, not only in the use of the school, but also in the goal of increasing developmentally appropriate activities in school-age

child care programs. His support continued postproduction and was instrumental in utilization of the final product. Another factor favoring Arbor Ridge Elementary School was its construction as a new, modular, portable school. Each room was separate, connected by a network of corridors. This allowed video production to take place unimpeded by noise or vibration in the hallways. The advantage of rent-free access was a factor in selecting a school site as opposed to a professional studio.

As important as the principal's cooperation was the cooperation of the Extended Day coordinator at Arbor Ridge Elementary. Hosting this project required patience and infinite flexibility, while facing an invasion of technicians and equipment, university students, and children from another program. Meetings were often scheduled during the afternoon at the school site so that the coordinator was not only informed but helped formulate plans. The coordinator explained the project to parents and students and garnered their cooperation.

For all its many attributes, Arbor Ridge Elementary Extended Day did have a shortcoming. It was imperative that the videos display multiracial, multicultural sensitivity. Arbor Ridge had a high ratio of Hispanic youth (>16%), but a low ratio of Black youth (<3%). Therefore, transportation and lunch were provided each day so that students from the Rock Lake Elementary Extended Day Program were able to participate.

The actual "stage setting" was a classroom used for Extended Day activities. An important consideration throughout video production was to keep the setting realistic. Equipment and surroundings were quite comparable to equipment and surroundings at other programs throughout the school district.

In the original set design, it was planned to include an assortment of backpacks, book bags, lunch boxes, coats, and jackets to create a scene typical of most school-age child care programs. In actuality, this was distracting. Utz (1987) suggested omitting anything not germane to understanding a topic. Although the setting looked too neat and orderly to represent school-age child care, it was judged to be more visually effective.

Making the decision to use students instead of child actors was considerably easier than deciding which students would be filmed. With 150 children in the Arbor Ridge Extended Day Program, almost all wanted to participate. Instead of searching for talent, all children who wished to participate (n=121) were groomed for the roles. Students majoring in elementary education at the University of Central Florida were enlisted to coach the enrichment activities outlined in the vignettes. During the week prior to filming, Extended Day students were grouped with UCF students. The groups rotated and experienced all the activities that were to be filmed. Adult roles for the group leaders in each video were also cast.

After six months of planning, four days of on-location production were scheduled. Utz (1987) stated that television production is 99% planning and 1% production. Production started at 7:30 a.m. and lasted until 4:00 p.m. each day. At the end of the first day, only 4 of 42 vignettes were completed. Each minor calamity and interruption was a learning situation. Care was taken to avert similar mishaps later. Not all retakes were due to calamities, obvious errors, or interruptions. Some changes were made to experiment with camera angle, set changes, and composition of the activities. Sometimes it took five

runs to get a suitable take. Student spontaneity suffered when an activity had to be redone. After the first day, the pace picked up. Children and their UCF student activity coaches moved more quickly to and from the filming studio classroom, and there were fewer technical retakes. Compared to 4 vignettes on the first day, 15 were filmed on the third day.

In order to familiarize students with the filming process, a group of 8 to 10 students was allowed to observe in absolute silence as the vignette previous to theirs was being taped. The professional television camera, adjustable stage lighting, and shotgun microphone were somewhat intimidating to adults and totally overwhelming to some children. No child was forced to participate. After observing, some children decided not to participate; others jumped at every opportunity to perform in front of the camera. Conditions in the filming area were less than ideal to encourage student persistence. Temperatures inside the room exceeded the mid-day temperatures of 96°F on the playground. Noise from the air conditioner was audible on the sound track. Therefore, the air conditioner was turned off for filming. Windows were closed to eliminate extraneous noise from the playground and lawn maintenance crew. Portable stage lighting added to the heat. With 20 to 25 people in the room, overcrowding also added to the discomfort.

Technical aspects of editing, sound mixing, titling, and dubbing were primarily left in the hands of the director. Use of professional postproduction facilities increased the cost but added substantially to quality through the use of DVE-graphics (digital video effects). The completed series, "Search For A Star," was ready for distribution the third week of June 1991. Tape sets were

distributed to Extended Day coordinators at group meetings. Use of the videos as a training device was explained to coordinators. Evaluations were distributed along with the video series (see Appendix E). The videos were retained at the sites for use as a staff development resource.

During the first six months of implementation, video production was a major activity, but other activities to further implementation of developmentally appropriate practices were also ongoing. Site visits and training gave the Resource Teacher for Community Education (project manager) an audience with principals and coordinators. During these visits, emphasis was placed on developmentally appropriate practices. In particular, staff interaction with children was stressed by using four visual diagrams (see Figure 2) to illustrate appropriate and inappropriate practices.

A typical playground situation was illustrated in diagram A (see Figure 2). Staff members, represented by O's, were grouped together at one end of the playground. They supervised the children, represented by X's, from afar, and were involved with children only as problems arose. In this illustration, inappropriate practices included the following: (a) staff members interact predominantly with large groups; (b) staff members talk more with each other than with children; (c) staff members do little to prevent problems; (d) staff members use whistles or shout orders; and (e) staff members use negative and authoritative commands.

In contrast to the scenario depicted in diagram A, developmentally appropriate practices were demonstrated in diagram B (see Figure 2). Staff members, again represented by O's, were strategically positioned on the

playground in close proximity to the children. In diagram B, appropriate practices included the following: (a) staff members interact frequently with children; (b) staff members listen and speak individually with children; (c) staff members position themselves strategically; (d) staff members intervene to prevent problems; (e) staff members model social interaction; and (f) staff members are aware of the activities of the entire group.

Diagrams C and D (see Figure 2) illustrated classroom dynamics with a supervision ration of 1 staff member to 20 children. In diagram C, experiences of the group were limited to leader-directed activities. All the children, represented by X's, were doing the same activity. Inappropriate practices included the following: (a) staff members determine pace and sequence of activities; (b) experiences are narrowly focused; (c) spontaneity and creativity are limited; (d) all children are the same age, regardless of their interest or experience; and (e) all children are expected to perform the same tasks.

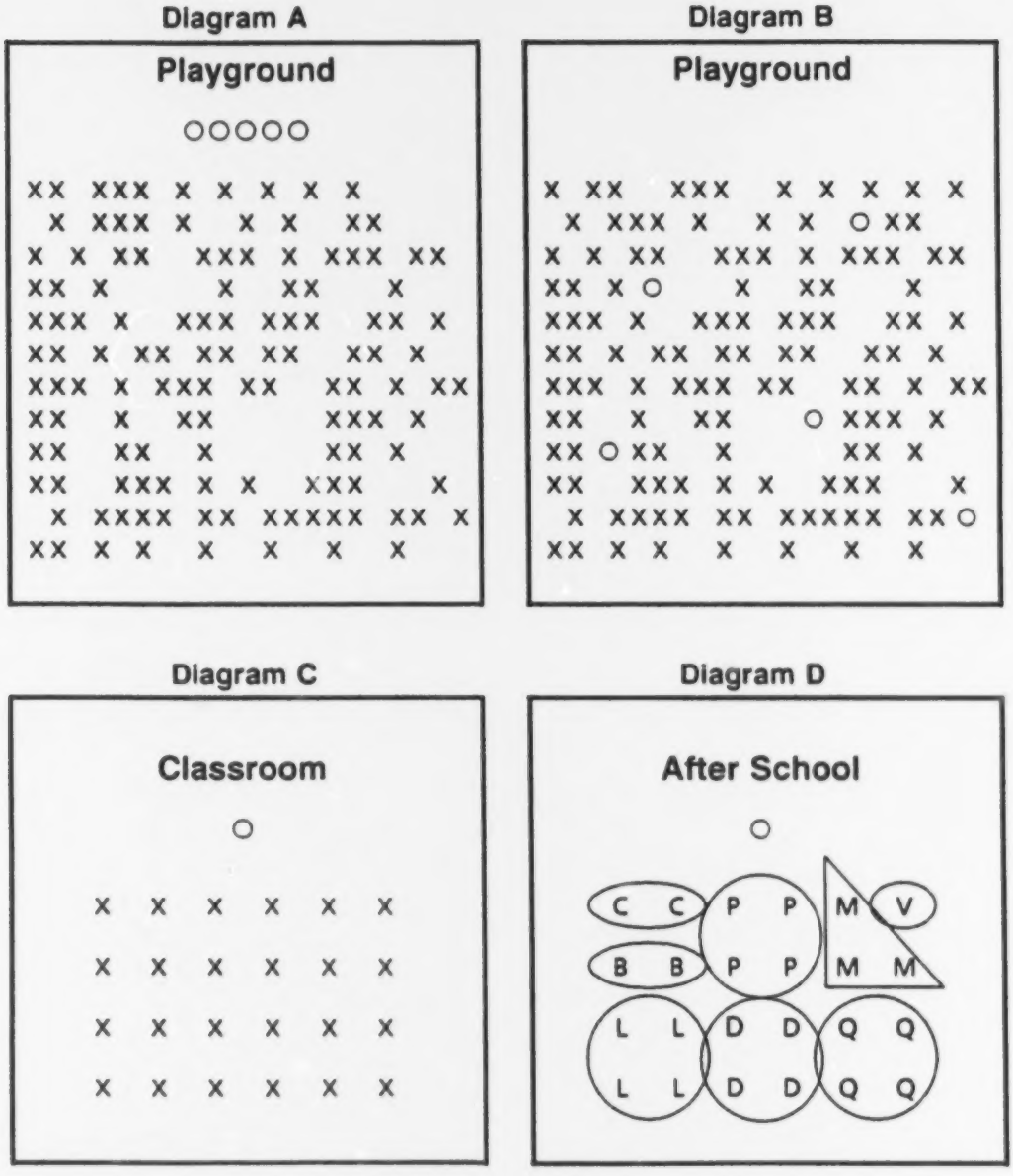
In diagram D, the 20 children were represented by different letters to signify their participation in different activities. Children were clustered together by common interests. Movement between groups was allowed. Appropriate practices included the following: (a) opportunities exist for individual, small-group, and large-group activities; (b) children may choose not to participate; (c) children determine activities in which they participate; (d) activities include all areas of development; (e) staff members facilitate rather than direct activities; and (f) classroom arrangement reflects choice.

Not only were the diagrams (see Figure 2) used for instructive purposes, but these diagrams were also used by the project manager to record site

observations. Often a variety of different staff/child interactions were noted at the site.

Figure 2

Staff/Child Interactions in School-Age Child Care



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These diagrams visually explained restructuring activities to meet developmental needs. Assistance in implementing small group activities was offered in the form of ready-to-use curriculum kits, which featured cooking, science, math, and crafts prepared with the help of Extended Day staff members. Discussion using the diagrams helped to introduce two resource books, Developmentally Appropriate Practice in School-Age Child Care Programs (Albrecht & Plantz, 1991), and Quality Criteria for School-Age Child Care Programs (Albrecht, 1991). These standards were developed by the American Home Economics Association (AHEA) in a four year research program which culminated in 1991. Prior to their publication, information on developmentally appropriate practices was supplied by Susan O'Connor from Wellesley College's School-Age Child Care Project. O'Connor generously shared materials and was available for telephone consultation. Discussion about developmentally appropriate practices with principals and coordinators at site visits helped identify the problems and concerns. Comments from large cafeteria-based programs indicated that small group, student-selected activity did not fit into their situation. Some programs operated under limitations imposed by the principal or coordinator. There were no guidelines restricting programs to a single large room. The principal and coordinator were encouraged to look at alternatives. Four programs operated predominantly as supervised playgrounds. Two of these programs, or 50%, made substantial changes in space utilization to offer a balanced program. Twelve programs operated from cafeterias as the only indoor space utilized. Three of these programs, or 25%,

made substantial changes to utilize classrooms and other space conducive to small group activities.

The problem inventory was initiated at a training meeting for previous employees who had slipped through the cracks and had not been trained. In the process of dismissing an Extended Day employee, a Community School Administrator discovered that some of employees under his jurisdiction had not been trained. The Community School Administrator immediately organized a group training at his school for employees who had missed training and threatened the employees with immediate termination if they did not attend. This training program was optional for employees who had completed site training. The Curriculum Resource Teacher for Community Education (project manager) was called upon to lead the training. These were not ideal circumstances. To diffuse anger, employees were asked to brainstorm in small groups and to quickly list as many problems as they could. All responses were anonymous. The problem inventory reflected the employee point of view. Although the training was planned to include all the required topics covered in the training modules, guest speakers were forewarned to relate their program content to the concerns listed in the problem inventory. Predictably, many problems involved child management and behavior, child health and safety, and communications with parents, child, and other staff members. By using the problem inventory as a device to personalize the standardized training, employees were impressed with the responsiveness of training and usefulness of its content. Of the 28 employees who attended, 26 ranked usefulness of materials as good or excellent. One comment seemed to sum up feelings about

the training program, "I didn't want to come, but I learned a lot." OCPS standard training evaluation forms were used. Evaluations and participants' comments were summarized (see Appendix F).

When the completed problem inventory of Extended Day group leaders (see Appendix G) was shared with coordinators at a coordinators' meeting, the first response was indignation. Coordinators claimed they had problems that were not recognized. To provide equal opportunity, coordinators were asked to quickly brainstorm in small groups and list their problems. From this list, the problem inventory of Extended Day coordinators was created (see Appendix H). Some problems were similar to Extended Day staff members (group leaders); however, many items reflected the managerial concerns of coordinators.

The separate problems of coordinators and group leaders were shared with community school administrators. Their initial reaction was surprise, disappointment, and indignation. If there were problems, the community school administrators expected to be the first to hear. As a group and individually, community school administrators examined the lists and decided which problems were within their power to change. Many changes resulted. Community school administrators composed a problem inventory that reflected their point of view in trying to balance many factors (see Appendix I).

At an Extended Day Advisory Committee meeting, the problem inventories were offered to demonstrate different points of view in the program. In the presence of higher level administrators, coordinators were reluctant to make forceful arguments. The problem inventories provided a means to discuss concerns objectively. Principals were quick to notice that their point of view

had not been recorded. Responses were received by voice mail and courier system and were assembled to form the problem inventory for principals (see Appendix J). The problem inventories were not an end in themselves. They helped clarify multifaceted issues. The problem inventories enhanced communication.

Developing a lending library of professional resource materials was one implementation strategy to increase developmentally appropriate activities in the Extended Day Enrichment Program. Finding new ideas was one of the problems stated in the coordinator problem inventories of both coordinators and group leaders. Comments from group leaders included, "There is a lack of activities. Every day is the same. Children are bored even when we do something special." Comments from coordinators included, "Group leaders don't do anything special, different, or creative." At meetings, Extended Day coordinators lamented that they needed new materials to motivate group leaders and to spark activities. The Extended Day coordinators, under the jurisdiction of Evans Community School, volunteered to initiate and field test a lending library of materials featuring developmentally appropriate activities for school age children. Initially the lending library was simply a box of curriculum and age-appropriate activity books. The books were inventoried and taken to Evans' Community School for coordinators to borrow when they made their weekly deposits. Information about this was circulated in the Extended Day newsletter. With input from the Extended Day coordinators in the Evans Community School area, it was suggested that the materials be made: (a) easy to carry (portable); (b) easy to identify (recognizable packaging); (c) easy to

access (site based, not central office); (d) easy to circulate (no fines or penalties); and (e) easy to use (instant, high interest, usable materials). Coordinators from Evans group were emphatic that they wanted curricular materials that they controlled within their group. Orange County Public Schools maintained a professional resource center with excellent materials; however, it was located in the district office. Coordinators admitted they did not make use of the OCPS professional resource center because of its location.

From coordinators' suggestions and 24 activity books from the practicum manager's bookcase, the "Extended Day Resource Materials Library" evolved (see Appendix K). For materials to be at school sites rather than a single location, a rotating library was established. Materials were at each school, and, at a designated time, each coordinator passed materials on to the next school. Because coordinators met monthly, that was selected as the rotation interval. Coordinators sent materials via school courier system or exchanged materials at the meeting. To make the resource library portable, compact, and easily identifiable, eight blue accordion-pleated velcro-closure portfolios were purchased and labeled.

In the resource portfolios, evaluation forms were included (see Appendix L). Users were asked to respond in two areas: (a) comments on the books, and (b) comments on the system. Completed comment sheets remained in the circulating portfolios. At the end of the first 8-month cycle, both the materials and the system were evaluated by compiling user comments. Not only was initial response positive, but coordinators also started loaning/borrowing other materials between sites. One staff member commented, "It's always nice to get

new ideas. The books were all very interesting. If these books were at hand, I know I would use them often." Another staff member wrote, "Great way of getting the books into teachers' hands." From the comments, it was evident that staff members were pleased with the selection of books and with the system of circulation. There were few negative comments about the books or the system. One suggestion was to include more books for profoundly handicapped children. Only 1 of the 79 sites served profoundly handicapped children. Difficulty remembering to exchange portfolios was mentioned. Forgotten portfolios were exchanged through the community school office or the courier system.

Anticipating requests from other Extended Day sites for resource library portfolios, there was a need to collect new books and materials. A "wish list" was created from user requests and suggestions and from child care and elementary education professional journals as well as consultation with other program specialists within the school system. From contacts made at national and state conferences, the project writer was able to exchange copies of the Extended Day Enrichment Program materials for other materials on the "wish list."

After eight months, Evans Extended Day coordinators completed the rotation of their resource library portfolios and requested new materials. The original eight portfolios plus two additional ones were taken to the 10 programs reporting to Dr. Phillips Community School. The rotation schedule helped keep the system on track (see Appendix M). Boone Community School also used resource library portfolios but circulated them through the community school

office. In total, 28 resource library portfolios were created, and circulated. To date, only three have been lost.

Building on the successful circulation of resource library portfolios, the idea of circulating larger resource kits was developed. At monthly coordinator meetings held at some community schools, coordinators frequently brought samples of crafts from their programs. Other coordinators appreciated these gestures and often sketched or traced patterns. Crafts have been controversial in artistic circles. According to Gardner (1982), creativity of children dropped drastically following entry into school. During elementary school years, conforming to one's peers permeates children's activities. The onset of school and preoccupation with rules and convention coincide with the "literal" stage of development. Therefore, Gardner advised against the inclusion of crafts. The National Art Education Association's publication, Art Education: Elementary (1977), stated that quality art programs develop children's awareness of the world and their ability to see, feel, and respond. This publication pointed out that teachers must always keep foremost the concern for the individual human person, not skills or art media. Caket (1983) supported using crafts, if ideas and techniques served as a basis for experiment and were adapted by each individual to his/her own ends rather than slavishly copied. In Developmentally Appropriate Practice in School-Age Child Care Programs (Albrecht & Plantz, 1991), craft activities that have limited or no flexibility regarding components or steps were regarded as inappropriate practices. Coordinators did not want to give up refrigerator magnets, "goo-goo" eyes, and popsicle stick projects and stated that handicrafts appealed to children. Coordinators defended craft

projects for developing fine-motor skills and cooperation, even if they didn't develop aesthetic appreciation. In developing the crafts kits, coordinators volunteered samples of their projects and included ideas for variation and flexibility to encourage creative opportunities. Samples were mounted on poster board and labeled with the donor's name and school. The completed resource kit filled three large plastic tote bins. At one site, the coordinator reported having many materials already on hand. She set out the craft samples in the cafeteria and allowed children to create new projects to add to the collection. From the many different items created that day, the coordinator demonstrated that craft samples do not necessarily limit children's creativity.

By far, the craft kit was the most popular and circulated to 23 sites before being lost. Evaluation forms were circulated with the kit (see Appendix N). In two editions of the Extended Day newsletter, pleas were made for the return of the three boxes of craft samples. Programs on the waiting list which had not been served requested that new materials be developed. In the May/June 1992 newsletter, a request was made for coordinators to submit more craft samples to rebuild a new kit. This request for new craft samples helped to locate the original craft kit. A newly hired coordinator reported that there were three plastic bins filled with craft items at her site. Because of limited storage space and shared classroom space, Extended Day resources were mingled with other suppplies and not easily recognized. New materials were then added to the original kit. The up-dated kit was once again in circulation. Selected comments from the evaluation of the crafts kit are included in Table 5.

Table 5

Evaluation of the Crafts Curriculum Kit

How did you use the craft samples?
- We held an art show in the cafeteria.
- Group leaders picked out items they wanted.
- Teachers heard about it and came by.
- Made notes to use later for out-of-season items.
- Kids could pick and choose what they wanted to make.
- Displayed items, asked parents to bring in "stuff."

How did you encourage creativity and flexibility?
- Lots of different paints, crayons, glitter, odds & ends.
- Awards for most unusual, most colorful, etc.
- Didn't pre-cut items (except for kindergartens).
- Talked about being different and original.
- Use materials to make something else.

Was the kit helpful/useful to you?
- I was familiar with most ideas, but had forgotten them.
- Great stuff, lots of ideas.
- Very helpful.
- Yes, made planning so much easier.
- Kids got interested and could choose.
- It was like Christmas going through the boxes.
- Generated lots of excitement.

Comments/Suggestions/Improvements:
- Hard to fit items back in bins--add another bin.
- Would like to know when to expect it, so I could plan.
- Make 3 kits, divide materials by seasons and general.
- When can we get it again?
- Wax candle melted and made a mess in the box.

The Children's Television Network developed science enrichment for school-age child care programs in a kit called 3-2-1 Contact Science Activities. Along with this commercially prepared kit, resource books featuring science activities were included at the recommendation of coordinators. The kit contained science videos and activity cards. Extended Day coordinators reported the science kit to be very successful. Creating large soap bubbles was

popular. Kite making proved too difficult for even the older youth and frustration was reported. The kit cost under $100, but some coordinators were reluctant to purchase something they had not seen or used. Evaluation forms were circulated with the kit (see Appendix O). A kit was purchased and circulated as a sample. Circulation of the 3-2-1 Science Kit reached 11 sites; of those sites, 6 reported that they planned to purchase the kit and 2 sites responded "maybe." Coordinator evaluation of the kit was high, but not as favorable as for the homemade craft kit. One reason may have been the comfort level with crafts as opposed to science. Another reason may have been that many coordinators were more personally involved in creating the craft kit and therefore experienced more ownership. Comments from the evaluation of the science curriculum kit are included in Table 6.

Table 6

Evaluation of the Science Curriculum Kit

How did you use the kit/books?
- 4th & 5th graders worked independently with the activity cards.
- Watched the videos together; next day we did the activity.
- Some of our projects didn't work like the ones on TV.
- I got ideas from the books/kit.
- Tried some of the ideas.

What activities did children like/dislike?
- Soap bubbles were fun but messy.
- Balloon races with string and straws were interesting.
- Crystals didn't work.
- Kite making was horribly difficult, too frustrating.

Was the kit/books helpful in offering science activities?
- We've done similar projects, but didn't call it science.
- Helpful, but I need planning time to set up.
- Yes, I like something new to do.

The kit cost $89. Does your program plan to buy one?
- Yes: 6 No: 3 Maybe: 2

In 1990, over half the Extended Day sites reported cooking activities occurred monthly (or more frequently) as part of their program. Most coordinators indicated that cooking was a group activity directed by adult staff members. Observation of large group cooking revealed that usually one or two children were actively engaged in cooking while the remaining children were expected to observe. Activities were divided sequentially. Cooking tasks were rotated to different children. For example, one child added raisins and another child stirred.

Two coordinators reported success with cooking as a small group activity at their sites. These two coordinators were invited to develop the cooking curriculum kit and portable kitchen. The goal of the cooking curriculum kit was to encourage cooking as a small group exploratory activity. Quality Criteria for School-Age Child Care (Albrecht, 1991) included allowing opportunities to take responsibility for one's own actions as well as opportunities to work alone or in small groups. Changing cooking from a large group to a small group activity was accomplished through discussion during site visits using the four visual diagrams mentioned earlier (see Figure 2). Many coordinators believed that liability aspects such as sharp knives and use of heat source precluded student participation. Suggestions in the kit helped coordinators with methods to encourage children to work independently and safely. Evaluation forms were circulated with the kit (see Appendix P). Selected comments from the evaluation of the cooking kit/portable kitchen are summarized in Table 7.

Table 7

Evaluation of the Cooking Kit/Portable Kitchen

How did you use the cooking kit/portable kitchen?

0	Did not use it.	5	Large group activity.
4	Production line cooking.	7	Small group activity.

Results of small group "self-directed" cooking:
Chaos, everyone wanted to cook. Difficulty keeping other kids away from cooks. Very distracting.

Good results. Older kids loved it, but some problems with "bossy" kids, and whiners. It was easy to tell who has cooked at home--lots of differences in children's skill levels.

Kids don't know how to cut or measure. Books good and at their level. They wanted to ask me instead of find out on their own.

Recommendations/suggestions/comments:
Show everyone in the group how to make it, then let small groups do it.

Dishwashing without sink was too messy. Water all over floor. Send the kids with dirty dishes to sink in another room.

We've always done a lot of cooking. Fun to try new way. Ask parents to donate kitchen items.

Does your site plan to buy cooking equipment?

3	Yes	1	No	2	Maybe	1	Donations

Some coordinators encountered difficulty with small group cooking. They reported difficulty in managing the children who were not involved in cooking. Cooking distracted other activities in the same room, and, as a result, the "cooks" had to fend off interference from both friends and foes. Other coordinators set up and enforced guidelines about moving between groups. One coordinator demonstrated each new cooking activity to the large group to diffuse the excitement and curiosity. Following the group demonstration, cooking and other small group activities were offered.

The portable kitchen gave seven sites the opportunity to experiment with cooking curriculum without investing in kitchen ware. The portable kitchen was planned for use in a classroom which did not have water. Buckets and dish pans were included. Coordinators suggested washing dishes in another room. Four of the seven sites reported starting portable kitchens of their own. Parents were asked to contribute items from home.

Based on comments from community school administrators, it was important for coordinators to understand that curriculum loan kits were examples of materials that could be assembled at their Extended Day sites. Loan kits were designed to introduce new areas, not to displace planning or purchase of materials at the site. With the science kit, 6 of the 11 programs planned to buy it. With the cooking kit/portable kitchen, 4 out of 7 planned to purchase equipment for cooking activities. Curriculum kits for both crafts and cooking and the portable kitchen encouraged sites to build up their own items.

During the 18-month implementation period of this project, 16 new Extended Day sites were established (see Appendix Q). Growth was expected; however, the magnitude of program growth was unexpected. Such phenomenal growth was attributed to community expectations and financial ramifications. More schools offered school-age child care than did not, which created parental demand. This demand was particularly evident in redrawing school lines when new elementary schools were constructed (see Appendix Q). Parents objected vehemently when their children were scheduled to be moved from schools offering school-age child care to schools which did not. Following the tenets of school-based management, principals determined whether school-age child care

would be offered at their site according to local need. Parents circulated petitions and made their expectations known. Principals responded and agreed to open Extended Day at their site.

A few principals cited economics rather than parental pressure as their reason for electing to offer Extended Day services. The Extended Day Enrichment Program was self-supported by user fees charged to participating families. Income generated by the program remained under the elementary site principal's control after operating expenses were paid to the district (see Appendices B and C). School board adopted guidelines for the program included the limitation that Extended Day funds had to be spent "for the direct benefit of the children or school where the funds were generated" (Operational Handbook, Extended Day Enrichment Program). In spring 1991, school budgets for the following school year were cut due to tax revenue shortfalls. Principals viewed the program as a way to enhance the total school program. Schools with Extended Day Enrichment Programs purchased supplies and equipment, which were shared between the day school and after-school program. Using Extended Day funds for the benefit of the school without regard for direct benefit of children in the program was also allowable under original guidelines. In response to budget cutbacks, a principal was quoted in the Orlando Sentinel, April 28, 1991:

> . . . With more than 700 students and 30 teachers, [school] Elementary principal [name] had about $16,700 for supplies this year. . . Next year [school] will have about 80 more students, 10% less money for supplies, and one more teacher. But [name] has an ace in the hole. [school] has one of the county's largest after school programs. There are 250 students in the program and their fees mean $50,000 in profits for the school. Next year some of that money will buy supplies, sports equipment, and musical instruments. (Fish, 1991, p. C-1)

Although the principal followed up with an explanatory memo to the superintendent that his comments were taken out of context, this incident illustrated financial connection and/or dependence of elementary schools on their Extended Day Enrichment Program. The "profit" mentioned referred to Extended Day programmatic funds used for the benefit of the children or school.

Regardless of the motivation at each site to establish an Extended Day Enrichment Program, coordinators needed training and orientation. Establishing new programs was an opportunity to structure child care for school-age children based on developmentally appropriate practices. The number of Extended Day Enrichment Programs increased by 29%. Through attrition, 12% of the coordinators from existing programs were replaced (n=8 out of 63). Therefore, at the conclusion of the practicum, 24 out of 81 coordinators, or 30%, were newly trained and oriented to offer developmentally appropriate activities for school-age youth as the foundation of the Extended Day Enrichment Program.

"As the twig is bent, so grows the tree." This axiom applied not only to child rearing but also to the development of training and orientation for new coordinators. Orientation of new coordinators had the potential to change practices not only at new sites but at established sites as well. Therefore, goals for coordinator training and orientation included: (a) establishing vision, (b) teaching developmental theory, (c) empowering "ownership" and sphere of control, and (d) implementing appropriate practices. Training was totally individualized. Although this required an enormous amount of time, it allowed

flexibility. Existing skills and competencies were recognized, and training was modified accordingly. Guided observations of three existing programs were included to see different management styles and techniques. To help develop the professional stature of the coordinators and to increase coordinators' effectiveness in managing staff members, coordinators were trained to become the trainers for other personnel at their sites. Sheerer and Jorde-Bloom (1990) noted that developing a career ladder was important for increasing professional status in child care. By training coordinators to train their staff members, coordinators' spheres of control were increased. In addition to teaching developmental theory, guided observations of other Extended Day sites provided opportunities for new coordinators to see theory translated into action.

Site training began with the District Resource Teacher (i.e., the practicum manager) meeting with the coordinator and the principal. This was an opportunity to clarify lines of authority by explaining that the coordinator reported to the principal, and the District Resource Teacher provided program consultant services. It was an excellent time to encourage discussion of goal statements and create vision. School-age child care was examined in the broader context of school, family, and home. Program models were discussed with the principal and coordinator. Initiative, individual leadership, and oral communication skills were leadership dimensions used by the project manager to engender discussion.

Training/orientation of the new coordinators also included guided observation or site visits to three existing programs. When new sites were proposed within the same time period, new coordinators were grouped together

for observation tours. By riding together in a van from site to site, new coordinators shared their insight and questions with each other and the practicum manager. In every case, new coordinators shared openly with one another. Visitation sites were selected to show diversity in operations. New coordinators were able to see that within program guidelines, there was great diversity in programs. From these guided observations, coordinators understood that the quality of the program they established was truly within their sphere of control.

During guided observation, discussion focused on extracting the best from each site. The documents used to identify "best practices" were Developmentally Appropriate Practice in School-Age Child Care Programs (Albrecht & Plantz, 1991) and Quality Criteria for School-Age Child Care Programs (Albrecht, 1991). These standards were developed by the American Home Economics Association (AHEA) in a 4-year research program which culminated in 1991. Earlier, the National Association for the Education of Young Children (NAEYC) had developed research-based statements of developmentally appropriate practices for young children. Until publication of the AHEA materials, there were no equivalent guidelines for child care programs designed specifically to serve school-age children. Therefore, new coordinators in brand new programs had the benefit of building programs using newly defined "best" practices for school-age youth.

In addition to training efforts at the 16 newly established Extended Day sites, training needs of existing employees needed to be addressed. Early in spring 1991, a needs assessment survey on training was distributed to all

Extended Day employees. Employee input was sought for topics and format, as well as options for dates and times. Designated in-service days had been used in the past, but objections were raised because many Extended Day employees were involved in other training for their primary duty in the school system. In addition, 19 of the 79 sites were operating on in-service days, or about 23% of the sites. Response was received from 259 of the 910 employees. Saturday training dates were preferred by 48% of the respondents. In-service training dates during the fall were preferred by 47% of the respondents. Winter training dates were preferred by 30% of the respondents. Employee input from the needs assessment survey is summarized in Table 8.

Table 8

Needs Assessment Survey of Extended Day Employees

Preferred dates for in-Service training:

27% Saturday (Fall)
21% Saturday (Winter or Spring)
20% In-service day (Fall)
9% In-service day (Winter)
6% Weekday evening
6% Week before preplanning
11% All other responses combined

Topics of greatest interest:

14% Art Make and Take Workshop
13% Indoor and Outdoor Games
13% Effective Discipline
11% First Aid Training
9% Cooking with Kids
9% Skits and Dramatic Activities
8% Supervision/Motivation of Staff
5% Music Activities
5% Developmental Ages and Stages
2% Activities for Older Children
6% All other responses combined

After analyzing the needs assessment surveys and planning, the in-

service training for Extended Day employees was cancelled due to budget cuts. This was a major setback in the implementation of the project. Media coverage of educational funding shortfall heightened community awareness of problems facing education. Disappointment spurred the project manager to seek other creative training opportunities in the community. The Orlando Museum of Art, Orlando Science Center, Civic Theatre of Central Florida, and Orange County Historical Museum are located in close proximity to one another. These cultural facilities collaborate with each other through the Loch Haven Cultural Consortium. An appeal was made to the Loch Haven Cultural Consortium to (a) open their facilities to Extended Day employees, and (b) provide instruction to employees to help children partake of cultural enrichment. The project manager explained that there was no money to pay admissions, rent, docents, or instructors. No assurances could be made that Extended Day coordinators would plan field trips generating future revenue via entrance fees. Loch Haven Cultural Consortium was somewhat familiar with after-school programs and was pursuing a grant for program development to serve school-age children. Within a week, all four agencies in a coordinated effort agreed to provide services, personnel, and facilities to train Extended Day employees.

In the six weeks that followed, plans and action rapidly took form. In order for the cultural groups to gain maximum benefit, the training event needed to occur early in the school year. The date of September 28, 1991 was selected. Meeting notices and registration forms were sent out. The Orlando Science Center served as the general meeting site because it had auditorium seating for 250 people. To give each agency exposure and to accommodate the

large response (n=210), the group was split. Participants rotated to all four cultural facilities. Each facility repeated its program four times. Splitting the group was accomplished by printing the agenda using four colors of paper. During registration, agendas were distributed assuring that approximately equal numbers of each color were used. Of the 210 employees who registered to attend the Saturday morning cultural immersion training, 187 actually attended.

Planning prior to the event included meetings with each facility staff to explain the training objective not only to agency decision makers but also to personnel at each site who would provide training. Simply stated, the training objective was to provide instruction to Extended Day employees to help children partake of cultural enrichment. Trainers readily accepted the idea of hands-on involvement by the adults and made plans accordingly. In the Orlando Museum of Art, African art was exhibited. The training activity was viewing African ceremonial masks and creating masks from paper using similar style. The Orlando Museum of Art was in the midst of major facility expansion. The museum entrance was totally surrounded by scaffolding. Under these circumstances, it would have been easy for the museum to have rejected this training opportunity.

At the Orange County Historical Museum, displays demonstrated what life was like in Florida during previous generations. In a room surrounded by native American artifacts, tables were set up and clay was provided. The docent lectured on native pottery while participants formed pinch pots. Traditional pottery decoration was demonstrated, and participants could form similar designs on their creations. Information about other eras was available.

Museum scavenger hunt games were also shared. These activities focused attention on details within the exhibits, as opposed to passive observation.

At the Civic Theatre of Central Florida, participants toured backstage areas. Similar tours were available for after-school programs. Hands-on experiences included theatrical makeup. Volunteers explained set production, costumes, lighting, sound, and direction. Of course, it was not practical to offer a full stage performance, but body language and acting were demonstrated in a short monologue. The Civic Theatre used a different format from the other three museums. Civic Theatre of Central Florida created awareness of theatrical opportunities and increased understanding of drama as an art form.

The Orlando Science Center was the best known of the four entities in the Loch Haven Cultural Consortium. Classroom groups regularly visited the Orlando Science Center. The Center was actively developing after-school programs as a secondary audience. A science center naturalist in jungle safari garb explained biological habitat complete with live snakes and other reptiles. The hands-on activity was making animal tracks.

Utilizing community resources worked well in location, instructors, and materials for training. Other community resources were contacted concerning refreshments. A list of snack vendors used in the Extended Day Enrichment Program was obtained from bookkeepers at the community schools. The plan was to ask various vendors for donations to cover the cost of coffee and doughnuts. One vendor's name frequently listed was that of a locally-owned wholesale grocery establishment. The wholesale grocer agreed to handle all aspects of hospitality. The company provided refreshments, paper products,

table cloths, door prizes, and personnel to serve and clean up. The company was allowed to set up a sales display. They distributed sales information and business cards. Delegating hospitality made the training event run more smoothly.

To evaluate the training, standard evaluation forms from the Office of Training and Development were used (see Appendix R). Participants were asked to return to the Science Center at the conclusion of the fourth workshop. Evaluations were distributed at that time. Of the 187 employees who signed the payroll sheets, only 128 returned to the auditorium to fill out evaluation forms. Results are reported in Table 9.

Table 9

Evaluation of Cultural Immersion Training

Activity	Excellent	Good	Fair	Poor
1. OVERALL RATING OF THE ACTIVITY	91	35	2	0
2. ORGANIZATION	91	43	2	0
3. OBJECTIVES	91	40	4	0
4. ACCOMPLISHED OBJECTIVES	81	42	8	0
5. PACE	63	49	19	3
6. CLARITY	87	44	3	0
7. INTEREST LEVEL	88	45	3	0
8. USEFULNESS	81	45	6	1
9. CONSULTANTS OR INSTRUCTORS	97	35	0	0

Response was overwhelmingly positive; 126 of the 128 responses rated the event as good or excellent. Evaluation of the instructors/consultants drew

the highest response of excellent (n=97). Comments indicated that some participants had never been to these facilities. Implications for further study and training were clear. Activities offered by the Extended Day Enrichment Program could only be as creative and enriching as the staff members running them. A follow-up survey was designed to investigate personal familiarity with the four cultural facilities by Extended Day employees (see Appendix S). Surveys were sent to each of the 187 participants who signed payroll lists at the training session. There was a response rate of 24.5%. Composite information from the survey was shared with representatives from the four cultural facilities. The results are listed in Table 10.

Table 10

Personal Familiarity of Extended Day Employees With Cultural Facilities

	Inservice was my first time	Infrequency > 1 time/yr	Occasionally 1-3 times/yr	Regularly 4 + times/yr
	%	%	%	%
1. How often do you go to the Orlando Science Center?	19	50	26	4
2. How often do you go to the Orlando Museum of Art?	61	33	4	2
3. How often do you go to the Civic Theater of Central Florida?	59	37	4	0
4. How often do you go the Orange County Historical Museum?	61	35	4	0

	Yes	No
7. Is your Extended Day program planning a field trip to any of the four facilities you visited during inservice training?	57	43

The budget calamity proved to be an opportunity that brought new and continuing resources into the Extended Day Enrichment Program. Through this training, employees received a dose of what "enrichment" was all about. Enrichment had always been in the program title but often absent from daily activities. The partnership with Loch Haven Cultural Consortium forged a new relationship. Cultural entities were able to target market their institution to the school-age child care audience. The District Curriculum Resource Teacher for Community Education (project manager) acted as a communication contact to spread information about programs to Extended Day sites. As a result, the writer of this project was invited to serve on the educational board of the Orlando Science Center.

Communications with program personnel were maintained with bimonthly newsletters entitled "Community Education Extended Day News" (see Appendix T). Copies were sent to all Extended Day staff members as well as to community school administrators and principals. Each newsletter used a blend of information, idea sharing, policy reminders, and professional development. Extended Day staff members were rewarded for their contributions with T-shirts or totebags inscribed with the program logo, "Hooray For Extended Day." Because the project manager was also the newsletter editor, contents of the newsletter were slanted toward developmentally appropriate practices in school-age child care.

Historically, a thick stack of reproducible black-line, master coloring book pages was distributed bimonthly. For Extended Day coordinators lacking creativity and/or motivation, the stack of reproducible masters represented the

foundation of their program. Personnel from these programs tended to evaluate the quality of services from the district office with the volume of coloring sheets supplied. It was politically prudent to continue this practice, but at the same time to modify and redirect it over time. In Quality Criteria for School-Age Child Care Programs (Albrecht, 1991) standard B-6g stated, "provide planned and spontaneous activities in arts and crafts such as mural and easel painting, ceramics, carpentry, weaving (p. 7)." One attempt to change the focus was to include reproducible activity sheets that required more than coloring. Examples included balloon sculpture, crafts using containers, and paper plate masks and puppets. Often other materials were required such as scissors, paste, string, brads, feathers, and beads. Extension activities, such as stories, games, or cooking, were suggested. Another effort to redirect the focus was to expand its content. Community resources were included. Information for field trips was included along with support materials for prefield trip activities. Other agencies and companies were eager to interface with the Extended Day audience. Inclusion of community resource opportunities in the curriculum packet was supported by Quality Criteria for School-age Child Care Programs' standard B-6i, "to encourage awareness of and involvement in the community at large," and by standard B-6h, "to develop respect for cultural diversity" (Albrecht 1991, p. 8). Curriculum packets and newsletters were evaluated (see Table 11). Results of the evaluation justified continuing the curriculum packet and newsletter effort. One concern brought up was communication and sharing among Extended Day employees within sites. Although all employees received individual copies of newsletters, only one curriculum packet was sent per site.

Table 11

Evaluation of Newsletters and Curriculum Packets

When you receive *Extended Day Newsletter*, do you read it?
- 81% always
- 17% usually
- 2% sometimes
- 0% never

The main objectives of the *Extended Day Newsletter and Curriculum Packet* are to inform employees about school-age child care topics, report activities, share ideas, and provide recognition.
How well do you think these objectives were met?
- 87% very well
- 13% fairly well
- 0% not well at all

Would you rate the information as helpful/useful?
- 83% all of the time
- 16% most of the time
- 1% sometimes
- 0% never

Overall, the *Extended Day Newsletter and Curriculum Packet* should receive a grade of
A - 88% B - 11% C - 1% D - 0% F - 0%

Inclusion of community resource opportunities brought up other issues. Some of the resources were private enterprise corporations operating for profit. Distribution of their materials was tantamount to school board endorsement. The program's enrollment of 9,000 children was a prime audience for targeted marketing strategies. Working with the Senior Administrator for Community Education, guidelines were established. A disclaimer was included, "Product information is included for your convenience and does not constitute an endorsement by Orange County Public Schools."

In planning the research project activities, grant writing to procure training funds was expected to be a major role. By utilizing local cultural resources to meet training needs, the focus of writing grant proposals changed.

Priority was given to expanding services to latchkey children from low income families, including homeless children, and services to multiply handicapped youth. Orange County Citizens' Commission for Children provided short-term scholarship aid to low income families. Scholarship guidelines changed with each contract. It was difficult to enroll children from needy families because the contracts expired before economically disadvantaged and handicapped children were made aware of the program's existence. No provision was made for personnel to monitor, outreach, or coordinate scholarship aid. In July 1991, a grant proposal was submitted to the Orange County Citizens' Commission for Children with a personnel line included. Instead of seeking short term scholarship funds, a comprehensive plan was written asking for $392,118. The proposal was funded in the full amount for the contract period of October 1, 1991 through September 30, 1992. The comprehensive plan included a scholarship monitor to oversee eligibility, outreach, and billing. Expanded services were included so that multiply handicapped youth at Magnolia and Lake Silver Schools could participate. These children had physical needs that could not be met in the standard 1:20 staff ratio. Such needs included diapering, feeding, and handling self-injurious behavior. Children from the Homeless Shelter were included without requiring parental co-payment.

To fill the position of scholarship monitor, an experienced Extended Day coordinator was chosen. Since the inception of the Extended Day Enrichment Program in 1982, there had been no increase in the district office staff. Coordinating the Extended Day Enrichment Program was part of the community education responsibilities of the curriculum resource teacher. The addition of

another staff member enhanced not only the scholarship program but other training aspects. Monitoring the scholarship program required site visits. During site visits, all facets of the program were discussed, not just scholarship concerns.

Other grant proposals included the Walt Disney World Community Service Awards. Having previously been awarded $2,000 in 1990, hopes were high to be awarded that amount, or more, for training materials. The proposal was not funded; however, it did not adversely affect Extended Day training.

Growth in the Extended Day Enrichment Program brought needs for more complete administrative guidelines as well as a goal statement for the program. The Extended Day Advisory Committee undertook the project of rewriting and updating the Operational Handbook. Advisory committee members represented program stakeholders and included elementary principals, site coordinators, and community school administrators. Ex-officio members included the Associate Superintendent, Senior Administrator for Adult and Community Education, and the Curriculum Resource Teacher for Community Education (project manager). Throughout this applied research project, the Extended Day Advisory Committee supported implementation of developmentally appropriate practices in the program. Copies of Developmentally Appropriate Practice in School-Age Child Care Programs (Albrecht & Plantz, 1991) and Quality Criteria for School-Age Child Care Programs (Albrecht, 1991) were given to advisory committee members. The new edition of the Operational Handbook (July 1991) contained 68 pages. Previous editions included 37 pages. The 31 additional pages contained more

complete administrative guidelines and policies, improved organization, and a goal statement for the program. In preparing the goal statement, the advisory committee examined the purpose of the Extended Day Enrichment Program and how major demographic changes have affected families with children. Program background was examined and future trends were discussed. The goal statement was agreed upon as follows:

The primary goal of the Extended Day Enrichment Program is to provide a safe and secure environment with enriching programs for children of working parents, parents attending school, parents in job training/job seeking situations, and those children determined to be "at risk" and in need of before/after school supervision.

1. To meet the needs of children by enriching lives educationally, socially, culturally, emotionally, and physically.

2. To meet the need of children by providing homework assistance.

3. To meet the needs of children by encouraging reading as a lifelong pursuit.

4. To meet the needs of children by creating an environment that offers a base of warmth and security, provided not only by hired staff for daily supervision, but also by utilizing volunteers and special instructors.

5. To meet the needs of children by increasing opportunities for peer and inter-generational interaction to supplement the nurturing provided by the family.

6. To meet the needs of children by providing a daily nutritious snack.

7. To meet the needs of parents by offering a safe, accessible,

affordable program that is school based.

8. To meet the needs of the community by encouraging participation of people of different racial, cultural, and economic backgrounds.

9. To meet the needs of the community by utilizing existing facility spaces in an extended and flexible manner.

Finding information in the new Operational Handbook (July 1991) was easier because page numbers and a table of contents were added. In daily operation of the program, new principals and coordinators pointed out that program guidelines were incomplete. Significant memos often clarified details. Only experienced personnel with extremely good filing systems knew such information. A new section, "School Board Policies and Significant Administrative Memos," added 26 new pages. The section entitled "Forms" was updated to include all current forms.

Summary of Accomplishments

The accomplishments were best summarized by observation data compiled from site visits throughout the project. Changes are summarized in Table 12. Changes were observed in program format to allow child-selected, small group activity. Improvements were noted in staff/child interactions using the diagrams presented in Figure 2 as the criteria. Changes were observed in space utilization at Extended Day sites.

Implementation of developmentally appropriate practices changed facility usage of the Extended Day Enrichment Program. Space was changed to accommodate children individually, in small groups, and in large groups, and to facilitate a wide variety of activities.

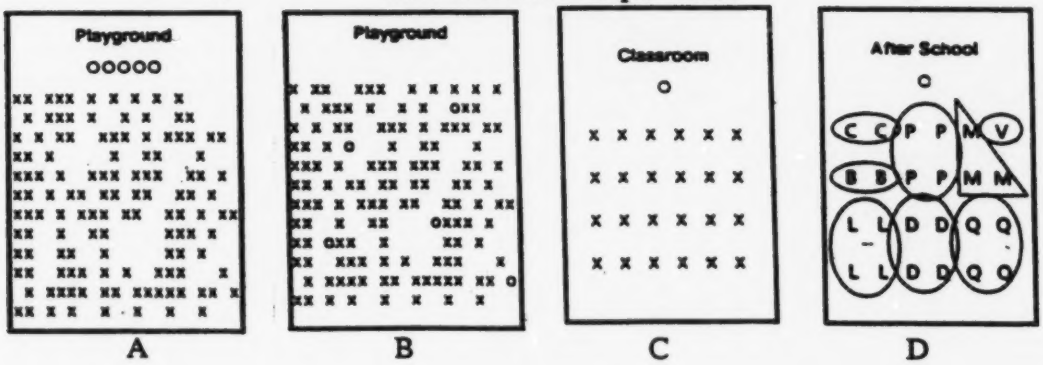
Table 12

Summary of Site Observations 1991-1992

Management of space:	1990	1992
sites predominantly using classrooms	13	17
sites predominantly using playground	4	2
sites predominantly using cafeteria	12	9
sites using rooms/playground/cafeteria	34	51

Staff/Child Interactions (see Figure 2 for full size diagrams)

Codes	Description	# Sites
BCD	Staff interactive on playground Staff led small group activities Child-selected activities	31
BD	Staff interactive on playground Child-selected activities	20
ABCD	Non-interactive supervision Staff interactive on playground Staff led small group activities Child-selected activities	3
ACD	Non-Interactive supervision Staff led small group activities Child-selected activities	1
BC	Staff interactive on playground	10
AC	Non-interactive supervision Staff led small group activities	13
A	Non-interactive supervision	1



A B C D

Prior to implementation, 16 out of 63 sites, or 25%, were operated with facility usage constraints that were inconsistent with offering individually-determined small group activity. Postimplementation observations showed that only 11 out of 79 sites, or 14%, operated with facility usage constraints. However, greater change was noted in program structure. At 55 out of 79 sites, or 70%, child-selected small group activities were evident. Adult directed activities with minimal adult/child interaction were seen in only 14 sites. Playground supervision was most noticeably changed. At 64 out of 79 sites, or 81%, staff was interactive with children on the playground.

Developmentally appropriate practices changed the adult role as group leader. Expectations required that staff members facilitate child-selected activities, increase social interaction, and become involved in active rather than passive supervision.

Most importantly, developmentally appropriate practices changed what children were doing between school bell and dinner bell. Children determined the activities and experiences in which they participated from a variety of available activities. Choice predominated. Individual differences, abilities, and interests were respected. Children had an environment conducive to their educational, social, cultural, emotional, and physical development.

Chapter 6

Evaluation of Results and Processes

Practicum Outcomes and Processes

When the project began, three terminal objectives and eight intermediate objectives were identified. The terminal and intermediate objectives were part of the goal of improving school-age child care by increasing the use of developmentally appropriate activities in the Extended Day Enrichment Program.

Terminal Objective #1

As a result of implementation of this project, Extended Day employees will increase the use of developmentally appropriate activities at 48 Extended Day sites, which represents 75% of the existing programs from January 1, 1991 to July 1, 1992. Progress will be evaluated using site visits, examination of program plan sheets, consultation with principals and staff members, and parent surveys.

The accomplishment of this objective was analyzed by comparing data compiled from site visits and training throughout the project. Use of developmentally appropriate activities increased at 54 out of 63 Extended Day sites, or an increase of 86%. Implementation of developmentally appropriate activities was observed at all (100%) newly established Extended Day Enrichment Programs (n=16). At the conclusion of the project, developmentally appropriate activities were utilized at 64 out of 79 programs, or 81% overall. Changes in space allocation and utilization were readily apparent.

Prior to implementation of the project, four programs operated primarily as supervised playgrounds. At the conclusion, only two programs continued to operate as supervised playgrounds. Likewise, there was a decrease in the number of programs confined only to cafeterias. Space modification to accommodate children individually, in small groups, as well as large groups was noted even at sites with no space restrictions. Changes in staff/child interactions were also noted. Although many of the staff activities did not change from the 1989-1990 data (see Table 3), more interactions between staff and children were noted in the 1991-1992 data (see Table 15). These child-oriented changes included: (a) meaningful conversations, (b) participation with children in games and activities, (c) active listening, (d) spontaneous dramatizations, (e) encouragement, (f) recognition, (g) respect, and (h) consideration. Program planning sheets reflected wider variety in offerings and activities for children. But most importantly, principals and program coordinators reported increased evidence of developmentally appropriate practices.

Terminal Objective #2

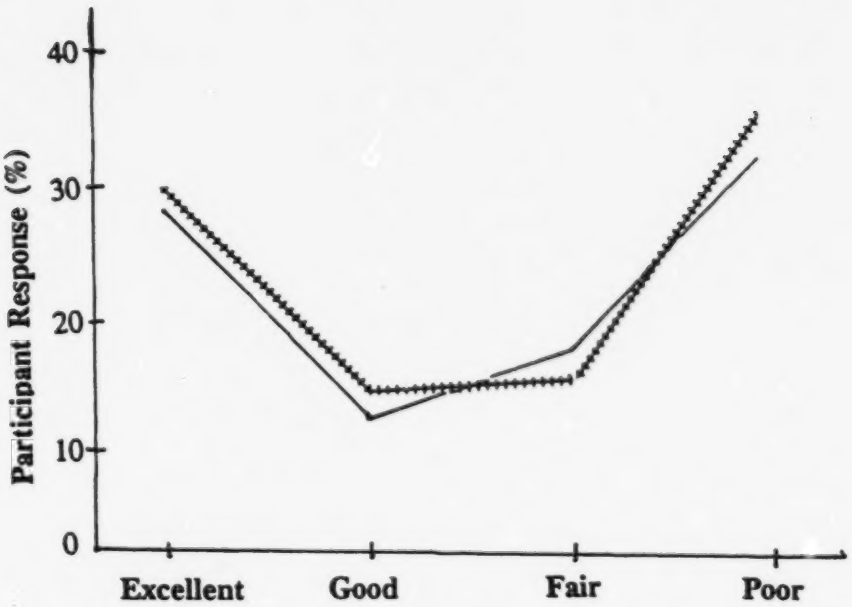
As a result of implementation of this project, new staff development techniques will be developed and utilized from January 1, 1991 to July 1, 1992, to train new and existing Extended Day employees. Staff development techniques will be evaluated on the acceptance by staff members, changes observed in program activities, perceived usefulness to staff members, effect on staff turnover rate, and cost effectiveness.

This objective was met in the development of a series of training videos,

professional resource library portfolios, curriculum loan kits, and bimonthly curriculum packets. Development of the training videos was a monumental project, as described earlier in the implementation history. Separate videotapes were produced on each of the following topics: dance, drama, art, and music. The tapes were a subterfuge of teacher training in a children's game show format. Staff members viewed the videos along with their children and saw appropriate classroom techniques modeled. Sets of four videotapes were distributed to 69 Extended Day coordinators at group meetings. Use of the videos as a training device was explained to coordinators. Reaction to the videos was mixed (see Figure 3). Overall evaluation of the training videos showed a bimodal frequency distribution. This indicated that some programs liked and used the training videos; other programs found the videos to be almost useless. Very favorable reviews and evaluation came from sites where children were grouped in small group settings or classrooms and where the coordinator explained the purpose of the video to staff members. High evaluations were also received from programs that were involved in the planning and production of the videos. Negative reactions resulted when videos were viewed by large groups in cafeteria or auditorium settings. Poor evaluations also resulted when the videos were passed along to staff members with no explanation. Staff members and children expected pure entertainment. This demonstrated the need for written guidelines stating the purpose and offering follow-up activities to accompany each tape set. Comments from large cafeteria-based and playground-based programs indicated that small group, student-selected activity did not fit into their situation.

Figure 3

Evaluation of Staff Development Videos



Cost effectiveness of video training was evaluated using data collected from program sites. By viewing the 80-minute training videos during program time, 325 employees received in-service training, which represented $3,107 in

salary costs if similar training was held after program hours. Production costs associated with the videos were covered in part by grant funding from the Department of Education, and some production costs were absorbed by the school system. Training videos were retained at each program site as training resources. Subsequent videos were not planned. Other methods of training received higher evaluations and were better accepted by the Extended Day employees.

Through this research practicum, the video project committee and the manager discovered that media production was a very technical field. Media manipulation has become extremely sophisticated. Viewers have been exposed to highly persuasive art forms of cinematography and television. Even with professional intervention from media personnel, it was difficult to create materials that equaled the level of viewing sophistication. Comments from staff members involved in the video project indicated that the process was more useful than the end product.

Summative evaluation of the video project did not measure the effect of involvement in the project and subsequent programmatic change. There were unanswered questions. Did Extended Day personnel implement developmentally appropriate practices as a result of training programs, resource kits, and videos, or did these changes occur because Extended Day employees were involved in producing, designing, and researching these materials?

Cultural enrichment training was not anticipated in planning the practicum project. It was a fortuitous collaboration with Orlando's cultural resources. Evaluations from the cultural enrichment in-service training were

overwhelmingly positive; 126 out of 128 responses rated the overall event as good or excellent. Of all the interventions undertaken, the cultural immersion provided by Loch Haven Cultural Consortium received the highest marks. Comments from the evaluations were primarily positive and many comments were repeated:

1. I feel this was not only a very enriching learning experience, but also a lot of fun. Enough structure to keep the children on task but not too confining for individual creativity.

2. Programs were very educational; nice hands-on experience.

3. Wonderful, I wanted to spend more time in each of the areas to adequately cover what was supposed to be covered.

4. It stimulated a lot of ideas that I could put into use in the afternoon.

5. Terrific. We need more things like this.

6. Gave me an idea of what to expect for the children.

7. This was a great experience and wonderfully done.

8. Good idea to get new and unknown information to people. I didn't realize what went on at the Loch Haven Centers.

9. It showed me various facilities that I did not know about.

Only four comments expressed constructive criticism or disappointment with the training and with the idea of cultural experiences as field trips:

1. Good, but these ideas can only be used if the higher up wants them, not the aides.

2. I had hoped for specific inexpensive ideas and activities. $3 per student is a un reasonable fee if you come from a low income school.

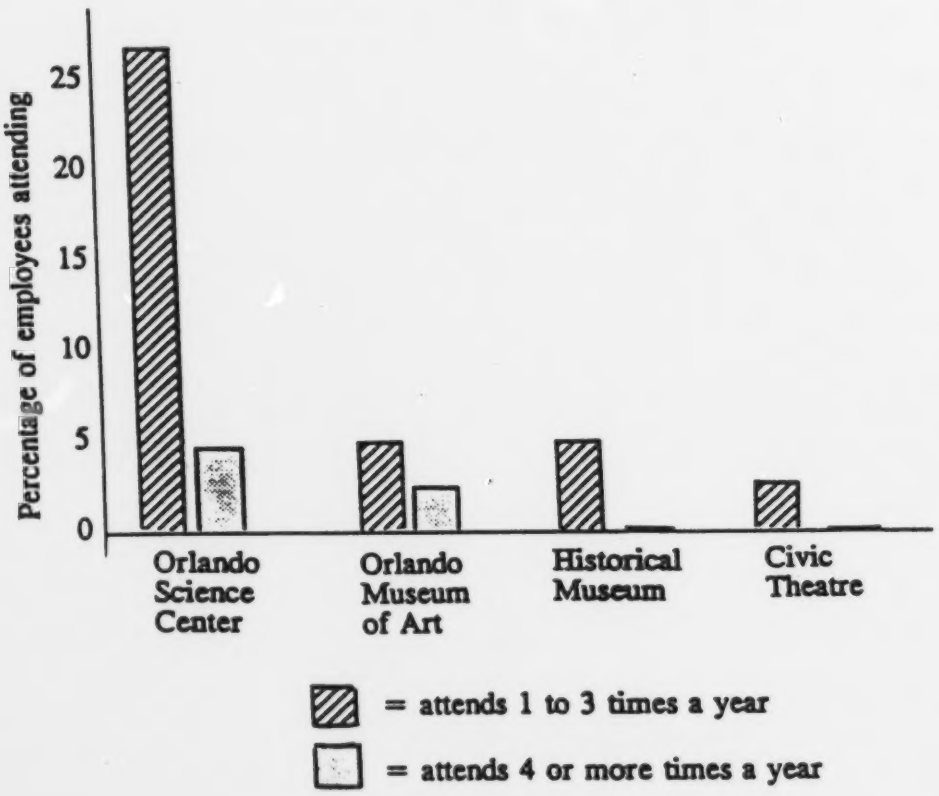
3. Transportation is a huge problem for after school programs; coming from east Orange County would take 45 minutes each way.

4. Activities were structured for normal children. Needed activities to use with handicapped.

Evaluations revealed that the cultural workshop was the first experience that many employees had had at the museums. A follow-up survey was sent to all who registered to determine staff members' personal participation in cultural activities in Loch Haven. The follow-up survey was returned by 46 of the 187 participants (see Figure 4).

Figure 4

Analysis of Employee Familiarity with Cultural Facilities



Other than attending the science center, less than 5% of the Extended Day employees participated at the historical museum, art museum, or civic theatre, one to three times a year. Extended Day employees were most familiar with the Orlando Science Center. Only 19% of the participants were first timers, whereas 60% of the employees were first time attendees for the Orlando Museum of Art, Orange County Historical Museum, and Civic Theatre of Central Florida. By attending the training session, Extended Day employees became familiar with the facilities. Employees were encouraged to inquire and explore so that they would feel confident to lead youngsters on field trips to the facilities.

Another staff development technique in this project was the "Extended Day Resource Material Library," better known as the blue resource portfolios. Again, program coordinator involvement was high in creating the portfolios and in circulating them. This perhaps accounted for high evaluation of their usefulness. This project was extremely cost effective. Initial cost was under $30 for eight velcro-closure accordion pleated portfolios. Original resource books were on hand in the district office. Additional books and portfolios were purchased at a cost of approximately $400. Some materials were obtained by trading program curricula with other agencies for their materials. Circulation of 84 books reached a minimum of 360 readers. Readership was probably much higher because resources were shared within the site. Most portfolios made 9 to 10 rotations during a school year, which meant 27 to 30 resource books were available to staff members at each program site in that time. During the project 28 program sites participated (see Table 13).

Table 13

Circulation of Resource Portfolios

Comm. Sch.	Ext. Day Site	Dates	Rotations
Evans	Hiawassee	1/91 to 6/92	17
	Oak Hill	1/91 to 6/92	17
	Rolling Hills	1/91 to 6/92	17
	Magnolia	1/91 to 6/92	17
	Lake Silver	1/91 to 6/92	17
	Ridgewood Pk.	1/91 to 6/92	17
	Mollie Ray	1/91 to 6/92	17
	Orlo Vista	1/91 to 6/92	17
	Pine Hills	7/91 to 6/92	11
Dr. Phillips	Bay Meadows	10/91 to 6/92	10
	Dr. P. Elem	10/91 to 6/92	10
	John Young	10/91 to 6/92	10
	MetroWest	10/91 to 6/92	10
	Palm Lake	10/91 to 6/92	10
	Waterbridge	10/91 to 6/92	10
	Windermere	10/91 to 6/92	10
	Windy Ridge	10/91 to 6/92	10
	Winegard	10/91 to 6/92	10
	Sadler	10/91 to 6/92	10
Boone	Blankner	11/91 to 6/92	*
	Conway	11/91 to 6/92	*
	Hillcrest	11/91 to 6/92	*
	Kaley	11/91 to 6/92	*
	Lake Como	11/91 to 6/92	*
	Lancaster	11/91 to 6/92	*
	Pershing	11/91 to 6/92	*
	Pine Castle	11/91 to 6/92	*
	Pineloch	11/91 to 6/92	*

* = distributed by the Community School

Hands-on curriculum kits were another staff development technique. Extended Day staff members were involved in planning and producing the crafts and cooking curriculum kits. Ready-made science curriculum kit called "3-2-1 Contact" was purchased from Children's Television Workshop. Loan kits were

designed to encourage staff members to try new activities. These curriculum kits circulated to a total of 41 sites as shown in Table 14.

Table 14

Circulation of Curriculum Kits

Kit	Extended Day Sites		# Sites
Science	Oak Hill	Maxey	11
	Spring Lake	Lockhart	
	McCoy	John Young	
	Arbor Ridge	Zellwood	
	Conway	Orlo Vista	
	Rock Springs		
Crafts	Lockhart	Cheney	23
	Dream Lake	Tildenville	
	Dover Shores	Clay Springs	
	Zellwood	Ocoee	
	Lakemont	Aloma	
	Brookshire	Audubon	
	Princeton	Riverside	
	Pine Castle	Orange Center	
	Rock Lake	Palmetto	
	Eccleston	Catalina	
	Pinar	Ventura	
	Durrance		
Cooking	Lake Silver	Orlo Vista	7
	Rolling Hills	Ridgewood Pk.	
	Azalea Pk.	Bonneville	
	Columbia		

Usefulness of the kits was rated high. Over 70% of the evaluations rated the kits to be useful, very useful, or extremely useful in the program setting. Coordinator evaluation of the science kit was high, but not as favorable as the

homemade craft kit. One reason may have been the comfort level with crafts as opposed to science. Another reason may have been that many coordinators were personally involved in the craft kit and therefore experienced more ownership. Ready-to-use curriculum kits encouraged program sites to build up their own resource boxes. Four of the seven sites reported starting portable kitchens of their own. Six of the 11 sites purchased science kits.

Site visitations were used as a staff development technique to orient new coordinators. This technique helped not only new coordinators, but also veterans. During the implementation period, 16 new Extended Day Enrichment Programs were established. Part of the training process was guided visitation of existing program sites. Prior to visitations, new coordinators received training in developmentally appropriate practices for school-age child care. Discussion between new and veteran coordinators was centered on implementing age appropriate activities. Experienced coordinators reported that site visits made them more conscious of activities at their site.

Terminal Objective #3

As a result of implementation of this project, program goals will be determined and established at 63 Extended Day sites during the period of January 1, 1991 to July 1, 1992. Program goals will be individually determined and established at 63 Extended Day sites by cooperation of the principal, community school administrator, and Extended Day staff to meet the developmental needs of the age groups served.

Program goals were discussed individually at each program site with principals and program coordinators. Community school administrators

participated in discussions at 14 sites. At two sites, Parent Teacher Association (PTA) representatives offered parent/community input and participated in discussions. The process of establishing new programs was an excellent time for discussion of goal statements. Goal statements helped create vision and school-age child care was examined in the broader context of school, family, and home. Although discussion was initiated at each site, program goals were not always committed to writing. The Extended Day Advisory Committee used many of the goal statements from individual programs to prepare a goal statement for the overall program. The advisory committee further examined the purpose of the Extended Day Enrichment Program and how major demographic changes have affected families with children. The goal statement for the overall Extended Day Enrichment Program specifically mentioned meeting the needs of children educationally, socially, culturally, emotionally, and physically.

Intermediate Objectives

The accomplishments of each of the intermediate objectives were described in detail in earlier chapters. The intermediate objectives were the structural components that led to the attainment of the terminal objectives. Completed objectives have been summarized as follows:

1. During the first 12 months of implementation, 89% of the regular Extended Day staff utilized self-directed in-service opportunities at their school site or at county-wide programs that emphasize developmentally appropriate activities for school-age youth. Participation exceeded the projection of 75%.

2. Four video training techniques were developed, which showed

developmentally appropriate activities for school-age children. The video series was distributed to and retained at Extended Day sites. Employees viewed these videos during programmatic time while they supervised children.

3. A problem inventory of Extended Day concerns was generated with input from staff members, coordinators, elementary principals, and community school administrators (see Appendices G, H, I, and J).

4. All (100%) of the new staff members hired by the Extended Day Enrichment Program received training at their program site in a timely manner. Employees were trained within the first 30 days of employment. Training and orientation were developed for new Extended Day coordinators.

5. Additional funding sources were pursued, and grant proposals were submitted to fund scholarships for low income, homeless, or handicapped children to participate in the Extended Day Enrichment Program. Originally, this intermediate objective concerned funding of staff development. When local cultural resources were used for staff development, the focus of grant proposals changed to services for low income youth. A grant in the amount of $392,118 was received.

6. Curriculum kits of ready-to-use ideas were created from materials developed by Extended Day personnel in cooperation with the district office. Topics included arts and crafts, science, and cooking. Curriculum kits were circulated via the school system's courier service. The "Extended Day Resource Materials Library" was created. Portfolios circulated monthly to 28 sites.

7. Developmentally appropriate ideas were exchanged through a

newsletter for Extended Day personnel, site visits, and monthly coordinator meetings. Job swapping was not accomplished because of administrative restrictions. Release time was used for staff members from established sites to visit other sites. Guided visitation was incorporated into training and orientation of the 16 new coordinators.

8. Extended Day employees were notified of workshops and other training opportunities offered by Orange County Public Schools through the training and development master calendar of events. The following workshops invited Extended Day employees to participate with instructional and/or administrative personnel: "Diffuse Angry Parents," "Earth Science Projects for Elementary," and "Developing Capable People."

In summary, completion of the intermediate objectives helped fulfill the terminal objectives of increased implementation of developmentally appropriate activities in the Extended Day Enrichment Program.

Reflections on the Solution Strategies

The action plan was well-conceived and had high expectations for employee performance. Appropriateness and effectiveness of the solution strategies were evidenced by surpassing expectations in accomplishing overall objectives. Within the practicum framework, self-determined staff development was the major strategy. Many different forms of staff development were offered--videos, curriculum kits, cultural immersion, resource portfolios, and site visits. Analysis of the staff development showed a common thread of self-determination and stakeholder involvement. In each example, it was the active involvement of staff members that proved beneficial and precipitated change.

Much of the observation data from site visits was somewhat subjective; however, changes in space utilization were documented, which showed changes to incorporate developmentally appropriate practices. The variety of activities offered in the program was reported to have increased according to coordinator comments and site observations. More precise definitions and criteria were needed to quantify program activities and how frequently they were offered. Likewise, improvement in employee interaction with children was reported, but more precise criteria were needed. Program evaluation for school-age child care has many implications for further study.

Reluctance to change established routines and resistance to staff development were probable causes, which were disproved during implementation by active participation in self-determined staff development and interest in modifying program routines. Lack of professional image and career ladder was a probable cause substantiated by this research endeavor. Part of the solution strategy involved enhancing coordinators' professional image. Coordinators were held responsible for staff training at their site. Many coordinators, but especially coordinators at new Extended Day sites, used proactive approaches and handled problems and made decisions within their authority. Cultural enrichment at Orlando's four major cultural facilities enhanced employees' professional image. Extended Day employees were honored guests in the facilities. They were treated with dignity and professional respect.

In reviewing the facilitating and constraining influences in the discrepancy setting, the District Extended Day Advisory Committee and parents

proved to be facilitating influences as expected. The cost of training was expected to be a constraining influence. Because district funds were not available to pay employee salaries for the cultural enrichment in-service training, employees were paid from program revenue generated at each individual site. Training expense was accepted as a cost of doing business; anticipated objections from principals turned out to be insignificant. Therefore, the cost factor was not a constraining factor. Attendance at the cultural immersion was higher than any previous district in-service offering for Extended Day employees. Employee turnover was anticipated to be a constraining factor. Employee turnover decreased by 6%; however, it was not possible to document whether this decrease was caused by strategies implemented in this research practicum. The project manager and community school administrators felt it was more probable that employee turnover decreased due to the general economic recession.

In reflecting on the strengths and weaknesses of the implementation phases, the ability to adjust to changes was a major strength. In adjusting to changes, the flexibility to seek out alternate opportunities also proved to be a strength. Links with the cultural community were strengthened, and plans for future ties were established. Different opportunities for self-determined staff development overlapped and sometimes occurred simultaneously. At times during implementation, there seemed to be too much happening.

Overall, considering the project manager's role principally as a program consultant, this practicum was highly successful in changing the direction of school-age child care programs. Implementation of this project not only

enhanced appropriate practices in the Extended Day Enrichment Program, it also gained respect for the project manager as an energetic, knowledgeable, and capable associate.

Implications of Outcomes and Processes

For other practitioners, this practicum can serve as a model for implementing change in school-age child care. Self-determined staff development and employee involvement in program improvement strategies could be modified and utilized in other disciplines as well. This project demonstrated that child care employees were interested in utilizing research-based developmental practices, especially when employees were given latitude to choose from a variety of training activities.

Products from this practicum, namely the videos, curriculum kits, and resource portfolios, can be used in other school-age child care settings. These materials have been shared with the Florida Adult and Community Education Network (ACENET). ACENET acts as a resource and referral clearinghouse for educational programs in Florida. Other school-age child care programs can benefit from the goal statement, handbook revisions, and schematic diagrams showing child/adult interaction. However, as was noted earlier, acceptance and implementation of change resulted more from personal involvement in these projects than from the objects themselves. Therefore, it is the process of employee involvement that should be patterned and replicated in other programs.

Perhaps the most important implication of the practicum for other school districts and other states is the role of the school system as direct service

provider of school-age child care. Orange County Extended Day Enrichment Program is proof that school districts can offer fee-supported school-age child care without using educational dollars. This practicum indicated that programmatic changes and staff development in school-operated child care could be met within the constraints of a self-funded program. Because no one model dominates the supply of school-age child care in the United States, there are various roles that public schools can play. In the wave of school reform and restructuring, the school's role in school-age child care will certainly be an issue.

Chapter 7

Decisions on Future of Intervention

Maintain, Modify, Abandon?

There was no question about the acceptance of developmentally appropriate practices in Extended Day Enrichment Programs. Positive changes in program planning, facility usage, and employee interaction were fully integrated into the daily routines of most of the programs. By involving Extended Day employees in self-determined staff development, the locus of control for improvement in program services was at the grassroots level.

In the future, the "process" of employee involvement in staff development will continue with little, if any, modification. The "products" of staff development will probably change. Production of staff training videos will not be pursued further. Many of the activities will be maintained, such as circulation of the professional resource portfolios and curriculum kits. Cultural immersion and joint programming with the Orlando Museum of Art, Orlando Science Center, Civic Theatre of Central Florida, and Orange County Historical Museum will be continued. To further this collaboration between the Loch Haven Cultural Consortium and the Extended Day Enrichment Program, grant proposals are being submitted to foundations for funding field trips for children in school-age child care programs to attend these cultural facilities. The role of Extended Day coordinator in site training will be maintained and expanded as appropriate. Continuing efforts in maintaining developmentally appropriate practices will be followed up with quality criteria for school-age child care

programs. No changes in the administrative structure of the Extended Day Enrichment Program are foreseen. The manager will continue to advocate developmentally appropriate practices in school-age child care.

Additional Applications

Providing developmentally appropriate school-age child care is but one program under the programmatic umbrella of community education. Use of school facilities after school hours for community benefit is the crux of community education. In remarks delivered by William S. White at the 1990 annual meeting of the National Community Education Association (1990), he said, ". . .increasingly, schools must be looked upon as the base but not the limit from which many social, health, recreational and educational services are delivered." Orange County Public Schools' Extended Day Enrichment Programs are the base for recreational and enrichment services. Staff development and the implementation of developmentally appropriate practices, as designed in this applied research project, assured that the Extended Day Enrichment Program would enhance, not limit, children's development.

Dissemination of Information about Benefits

In addition to information dissemination within Orange County Public Schools' Extended Day Enrichment Programs, other schools in the state have received information about the OCPS Extended Day Enrichment Program through Adult and Community Education's "ACE-network." Information from the project has also been shared with other school-age child care providers in Orange County (FL) through the interagency group for latchkey service providers. At the state level, the project manager serves on the board of the

Florida School-Age Child Care Coalition (FSACCC). Information will also be disseminated in the FSACCC newsletter. At the state FSACCC conference, information from this project will be presented as a seminar session on implementing developmentally appropriate practices in school-age child care. A similar presentation is planned for the 1992 National Community Education Association conference.

Recommendations

What would the practicum manager have done differently if this same study were to be undertaken again? What advice can be given to others concerning "rocks and shoals" to be avoided? There are three recommendations this writer would make to others attempting to implement change in a district-wide program.

The first recommendation is to involve participants in the process. The videos, curriculum kits, professional resource portfolios, and problem inventories served as agents of change only because of involvement of ultimate users in their development, dissemination, and utilization. Acceptance of staff development was high when it was self-determined from a wide variety of methods. Staff training was more effective when coordinators were involved as trainers at their site. Involvement is the key operative this writer would recommend.

The second recommendation is flexibility, with creativity as a corollary to flexibility. The writer recommends for other administrators to look beyond the paradigm of staff development and standard program practices to incorporate unusual and unique possibilities. Flexibility engenders creativity. Beneficial

relationship with the Loch Haven Cultural Consortium occurred because flexibility encouraged creative cooperation. Look for the unusual and expect the unexpected.

The third recommendation is a caution against out-of-field endeavors. Production of video training tapes was outside of the technical realm of all those initially involved in the project. Becoming a video production studio brought out excitement and creativity in Extended Day personnel involved with the project. Technical expertise needs to balance enthusiasm and creativity.

What has the execution of this practicum meant to the project manager? Execution of this project brought the manager feelings of professional and personal pride. Because the project manager functions as the Extended Day Enrichment Program's sole consultant at the district level, expansion of services has brought increased visibility to that position. During the 18-month execution of this project, 16 new programs sites were established. That alone was a significant accomplishment. However, the writer is pleased that existing programs and staff development were not abandoned during rapid program expansion. Quite the contrary, implementation of developmentally appropriate practices in school-age child care was vigorously promoted at existing sites as well as newly established ones. Aside from professional gratification, the project manager has deep personal satisfaction that children have the opportunities to expand their horizons rather than aimlessly waiting.

When asked, "What do you do?" this writer proudly responds, "I enrich the lives of 9,000 children after school."

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Appendices

Appendix A

Cummulative _____ Elementary School

THE PARENT SURVEY ON THE COMMUNITY SCHOOL EXTENDED DAY PROGRAM

INSTRUCTIONS: Please rate the following on a scale of 5 to 1:
(5-Excellent, 4-Above Average, 3-Average, 2-Below Average, 1-Poor)

1. Varied activities are designed for your child's age and maturity level.
Comments: _____

1	2	3	4	5	N/A
01	04	18	33	44	0

2. There is positive interaction between your child and his/her group leader.
Comments: _____

1	2	3	4	5	N/A
0	02	13	30	55	0

3. There is a constructive approach to discipline.
Comments: _____

1	2	3	4	5	N/A
02	03	13	37	43	02

4. There is adequate supervision of your child both indoors and outdoors.
Comments: _____

1	2	3	4	5	N/A
02	01	13	24	60	0

5. The group leader is organized and maintains control of his/her group.
Comments: _____

1	2	3	4	5	N/A
01	04	11	29	54	01

6. Cooperative rather than competitive activities are provided.
Comments: _____

1	2	3	4	5	N/A
01	03	22	25	46	03

7. The group leader demonstrates enthusiasm for the program.
Comments: _____

1	2	3	4	5	N/A
0	05	12	31	52	0

8. The facilities are adequate for the group.
Comments: _____

1	2	3	4	5	N/A
0	08	15	28	47	02

9. Sufficient supplies are provided for the planned activities.
Comments: _____

1	2	3	4	5	N/A
0	03	21	25	48	03

10. Adequate snacks are provided daily for the children.
Comments: _____

1	2	3	4	5	N/A
01	03	23	31	41	01

11. Your general rating of the Extended Day Enrichment program is the following:
Comments: _____
Suggestions: _____

1	2	3	4	5	N/A
0	04	11	28	56	01

SB00423209/CSA

Appendix B

ORANGE COUNTY PUBLIC SCHOOLS
COMMUNITY EDUCATION EXTENDED DAY ENRICHMENT PROGRAM
Statistical Analysis

MONTH OF_____19____

COMMUNITY SCHOOL_____

ELEMENTARY SCHOOL_____

AVERAGE TOTAL NUMBER OF STUDENTS ENROLLED_____

Enrolled AM_____Enrolled PM_____ Enrolled Both_____

	Number Employees	Hours Worked	Wages
Group Leaders			
4.00			
4.25			
4.50			
Activity Coordinators I			
4.75			
5.00			
5.25			
Activity Coordinators II			
5.50			
5.75			
6.00			
Activity Coordinators III			
6.25			
6.50			
6.75			
Activity Coordinators IV			
7.00			
7.25			
7.50			
Activity Coordinators V			
7.75			
8.00			
8.25			
Total Employees:	_____	Total Hours: _____	Total Wages: _____

Disbursements this Month:

1. Salaries Paid + 24% _____
2. 10% to District _____
3. 10% to Community School _____
4. Food/Snacks/Field Trips/etc. _____
5. Supplies/Equipment _____
6. Total of Disbursements this Month (Total of 1-5) _____

Balance Carried Over _____
Total Income (For the Month) _____
New Balance (Total of 1 plus 2) _____
Total Disbursements _____
Carry Over Balance (Subtract 4 from 3) _____

_____ _____
Community School Administrator Date

Appendix C

ORANGE COUNTY PUBLIC SCHOOLS
COMMUNITY EDUCATION EXTENDED DAY ENRICHMENT PROGRAM
Disbursement of the Income Received From Extended Day Fees

_____
Community School

_____
Participating Elementary School

_____
Disbursement for Month of

INCOME FROM FEES: $_____

LESS STAFF SALARIES + 24% $_____

(A monthly check is issued by the Community School Adminiatrator to the District for actual salaries and benefits of persons involved in the program.)

BALANCE: $_____

LESS 10% TO THE DISTRICT: $_____

(Included in the monthly check to the District to help defray overhead expenses)

LESS 10% TO THE COMMUNITY SCHOOL: $_____

(Retained in the Community School internal account to be disbursed at the discretion of the Community School Administrator for an effective total community education program.)

BALANCE: $_____

(After deducting employee salaries and benefits, 80% of the income is retained in the community school internal account to be used for expenses such as snacks, equipment, supplies, field trips, etc., which would directly benefit the children at school where the funds were generated.

CHECK FOR: $_____

(Includes salaries +24% fringe + 10% district expense.)

Appendix D

CONSENT, WAIVER AND RELEASE

For and in consideration of benefits to be derived from the furtherance of the educational programs of the School Board of Orange County, Florida (I) (We), the undersigned parent(s) or legal guardian(s) of_____, a student entered in the Orange County School System, do hereby consent, authorize and grant permission to the School Board of Orange County, Florida, its agents, employees or duly authorized representatives to take photographs, motion pictures, video or audio tapes of said student, and do further consent to the publication, circulation and dissemination of said photographs, motion pictures, video or audio tapes or any duplication or facsimile thereof for any purposes it may deem proper.

In granting such permission (I) (We) hereby relinquish and give to the School Board of Orange County, Florida all right, title and interest (I) (We) may have in the finished pictures, negatives, reproductions or copies, and further waive any and all right to approve the use of such photographs, motion pictures, video or audio tapes and further do waive any right to compensation for the publication or other use of said photographs, motion pictures, video or audio tapes and do release the School Board of Orange County, Florida, its agents, licensees, representatives and assigns from any and all claims of any nature whatsoever arising from their use.

_____

_____
(Parents' or Guardians' Signature)

_____
(Home Street Address)

_____
(City and State) (Zip)

_____
(Date)

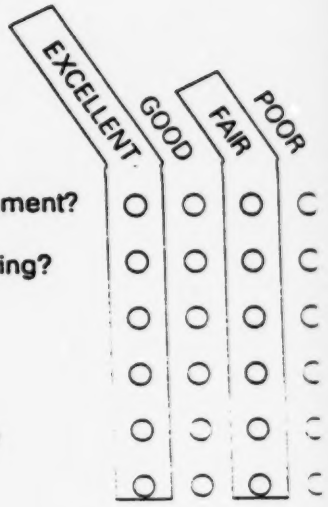
Appendix E

EXTENDED DAY STAFF DEVELOPMENT VIDEOS
"SEARCH FOR A STAR"

Name:_____

School:_____

The purpose of the video series is to demonstrate the role of adult group leaders in providing developmentally appropriate activities in the Extended Day program.



1. How would you rate the effectiveness of the video series for staff development?
2. How would you rate the effectiveness of the video series for student viewing?
3. How would you rate the interest level of the videos?
4. How would you rate the usefulness/practicality of the videos?
5. Were the objectives of the staff development videos adequately defined?
6. Were the objectives accomplished?

COMMENTS/SUGGESTIONS/IMPROVEMENTS:_____

_____

_____

_____

_____

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Appendix F

Extended Day Basic Training – Boone Community School

Activity	Excellent	Good	Fair	Poor
1. OVERALL RATING OF THE ACTIVITY	15	12	1	0
2. ORGANIZATION	6	19	5	0
3. OBJECTIVES	19	9	0	0
4. ACCOMPLISHED OBJECTIVES	16	12	0	0
5. PACE	10	17	1	0
6. CLARITY	12	15	0	0
7. INTEREST LEVEL	15	13	0	0
8. USEFULNESS	15	11	2	0
9. CONSULTANTS OR INSTRUCTORS	14	12	2	0

SELECTED COMMENTS:

I didn't want to come, but I learned a lot.

Interesting guest speakers. Good job. Very relevant. Dr. McGreevy and the paramedics were great.

Topics were what we needed.

Interesting info even though I've worked three years in the program – good to hear it again.

AIDS information interesting, but get real. I'm supposed to put on gloves for every bloody boo boo?

Thanks for the pizza and sodas.

SELECTED COMMENTS ON HOW THIS ACTIVITY MIGHT BE IMPROVED:

Evening trainings are a real drag after working all day.

Coffee please!!

Next time give us more than a week's notice.

Appendix G

PROBLEM INVENTORY
EXTENDED DAY ENRICHMENT PROGRAM

Group Leaders' List

There is conflict between Extended Day staff and classroom teachers/office staff.

Teachers complain about Extended Day. School management only listens to teachers' side of the story.

Janitor doesn't want us in rooms or cafeteria after they clean up.

School property is viewed as "teacher's property"--teachers are stingy and possessive.

Extended Day children and staff get blamed for everything that goes wrong or gets broken in the classroom.

Children are not able to use or touch anything in classrooms.

There is an "image" problem for Extended Day employees--teachers look down on us.

There are too many children in class groups.

More playground equipment is needed.

More recreation equipment is needed.

More toys and games are needed.

Toys need to be thrown out when broken or missing too many pieces.

Storage boxes and containers are needed for toys and equipment.

More outside programs and speakers are needed, such as police officers, safety speakers, etc.

There are dead bushes, shrubs, and sharp branches.

Grass on the playground is dead or non-existent.

The newsletter packet (arts and craft ideas) disappear in the mail.

Employees use their own time to buy craft supplies and snacks.

There are no individual area for different age levels.

There is not enough designated area for Extended Day use, i.e., part of the cafeteria.

There is no planning time and no time to prepare activities.

Extended Day needs its own area only for Extended Day.

Extended Day is not allowed to enter classrooms until 3:30--even on rainy days and bad weather.

Children use play equipment improperly, such as climb up the slide, jump out of swings, run in front of swings, hang and jump on monkey bars.

Children don't listen to group leaders.

Children throw sand, rocks, dirt, leaves, sticks, litter at each other.

Children fight (violent physical contact).

Children act out physical violence; they karate chop everything in sight and imitate teenage mutant Ninja turtles.

Children rough house both indoors and outdoors. Too much physical contact--poking, hitting, kicking, pinching.

Children 'trash' the bathrooms.

Bathrooms are not conveniently located; bathrooms are not near the playground.

Children misuse toilet paper, paper towels, and squirt water in bathrooms.

Children tear up equipment and games. New stuff gets destroyed almost immediately.

Parents want children to be allowed to have free play. Parents condone children not wanting to participate in enrichment activities.

Children stand on equipment and furniture. They lean back in chairs.

There is a lack of activities.

Every day is the same.

Children are bored even when we do plan something special.

There is a lack of corrective discipline.

Extended Day staff is not notified by school office of absentees and children who sign out during the school day.

Parents are obnoxious.

Parents bring in payment late, or need to be hassled to pay weekly fee.

Parents pick up children late.

Parents are angry if the children are not ready to go the minute they drive up.

Parents are impatient with children.

Parents show no interest in children.

Parents deny that their child is a problem; blame us for the incident, not their child.

Appendix H

PROBLEM INVENTORY
EXTENDED DAY ENRICHMENT PROGRAM

Coordinators' List

Salaries are low. Responsibilities are enormous compared to salary.

Coordinators work more hours than we are paid for. We spend extra hours at home with paperwork and buying supplies.

Salaries are inequitable between sites. Coordinators and workers at other sites are paid more. Salaries in other counties are much higher.

Coordinator is not regarded as a "child care professional."

Salary increases are not consistent.

Benefits are needed. Change our job title so we are full time and can receive benefits.

Coordinators work as hard as teachers, but don't get teacher pay. Coordinators are like principals--have to deal with parents, workers, and students. I don't get principal's pay.

Principal is unconcerned about what goes on in the program; only interested in spending the money we make.

Principal is 'stingy'--won't give us what we need for the kids. Teachers are 'stingy' with use of their rooms.

Coordinators and employees need paid sick leave and annual leave.

I need planning time.

Employees call in at the last minute that they can't work. Substitutes are hard (impossible) to get.

How much can I spend? Do we have enough to cover what we would like for our program? No one tells me anything about finances.

Twenty-one (21) hours a week does not give us enough time to plan a full program. All the hours we spend are not recognized, nor are they paid.

Coordinator has to be "fighting fires" just trying to patch together enough workers, supplies, and handle parents too.

Principal is supportive and lets me handle the program, but I need more communication. I'd plan more creative events, if the principal told me to go further.

Principal trusts me to run everything, but I'd like him/her to see what I do and to be aware of what's going on.

Phone is in the front office. I spend all my time running.

We need cordless telephones.

Don't know who has the 'right' answer when the principal and community school administrator tell me different things, i.e., insurance, discounts for teacher's kids, and pre-K.

I receipt all the money coming in; I have a petty cash account for supplies; where does the rest of the money go?

Community school administrator doesn't know what happens at my program.

Some coordinators get paid extra for taking the money to the community school, others don't. Why?

Teachers pay less for their children in the program, then they go shopping and pick their kids up at 6 pm. It's not fair.

Some schools give teachers a discount, at some schools it's free, we charge teachers full price.

Office staff doesn't cooperate with coordinator concerning absentees. Lack of notification from the office.

Coordinator has to be play the 'heavy' in discipline. The principal doesn't want to handle discipline problems; group leaders bring their discipline problems to the coordinator.

Behavior problems with children; what punishment should you use?

Children are destructive.

Child/children not telling the truth.

Not enough designated area for Extended Day, i.e. part of cafeteria. Principal isn't with the kids, doesn't see the need for more space.

Not enough playground equipment for outdoor activities. All children on the playground at one time.

Extended day program needs its own area--classrooms and closets just for Extended Day. Rent us portable just for Extended Day.

Different areas are needed for different age levels.

Image problems. Group leaders don't respect the coordinator as manager and as 'boss.' School staff doesn't respect day care employees.

Difficult to motivate staff. Group leaders 'visit' with each other instead of interacting with kids. If I say anything to them, they might quit.

I need to know my actual responsibilities. I supervise the staff but can't hire or fire them.

Need to know more about legal issues. Afraid I'll get sued.

We need to know limits of liabilities.

Staff members can be more petty than the kids.

Feel isolated as coordinator. If I discuss concerns with one staff member, others are offended. What I say leaks out, so I can't discuss problems.

Lack of activity. Group leaders don't do anything special, different, or creative. They are tired.

Janitors lock rest rooms at 4:30 pm and principal won't let coordinator have key.

Principal and teachers don't allow us into their classrooms until 3:30 even when on rainy days.

Coordinator isn't trusted to make decisions concerning parents and students.

Coordinator doesn't know who to believe. Teachers complain that room is a mess; employees say that nothing was touched.

Coordinator points out repairs that need to be made, but rarely do things get fixed, and never on time.

Principal won't hire more staff; too many children in each group.

Parents tell children it is 'ok' not to participate.

Parents believe what their children tell them and don't listen to what coordinator or group leader says.

I can't make my staff members control the children. Students stand on equipment and furniture, tear up equipment, and unsafe playing practices.

Coordinators have to deal with obnoxious parents. Parents get nasty about late fees, and late pick-ups.

I'm supposed to know everything that happens after school. People ask where this group is meeting, about scouts, softball, teacher conferences, but nobody tells me anything.

PROBLEM INVENTORY
EXTENDED DAY ENRICHMENT PROGRAM

Community School Administrators' List

Many problems could be solved if program guidelines are followed concerning personnel, payroll, and financial audit procedures.

Even within program guidelines, some principals are extremely liberal and others are ultra conservative.

Some principals want to be involved in every detail, others want the coordinator to handle the program.

Principals know their school situation best, and we support the flexibility that has been built into the program.

Extended Day staff members are sometimes left out and not included in elementary school staff functions.

The Extended Day Program is an "established" program; principals sometimes want to pick and choose parts of the program that appeal to them.

The names "Extended Day" and "Enrichment" are used in other contexts with other school programs, parents are often confused.

I like to hear principals brag on their Extended Day people if they are worthy; if they're not worthy, then let's do something about it.

Crises, like not having staff approved and ready to work, can sometimes be avoided with pre-planning and expecting the unexpected.

I feel uncomfortable offering advice; however, I see similar situations at other sites and may have some insight to offer.

We appreciate flyers and brochures for community education being distributed through the elementary school children.

The program has grown so rapidly that a monthly site visit to each program would take 8 to 17 afternoons a month.

We are responsible for many other programs in addition to the Extended Day Program such as adult general and basic education, ESOL, GED, adult high school credit, lifelong learning, supplemental vocational, and personal enrichment classes.

I want to be available and am willing to visit, but I don't need to take up the principal's time with a social call.

I respect and appreciate the principals who call me first when a problem occurs.

Extended Day training sessions seem to be well received; employees should be encouraged to attend.

More information needs to be included in the newsletter to explain the concept of community education to Extended Day employees with particular emphasis on sharing facilities to maximize taxpayer investment.

Coordinators should be selected who can be trusted to know management concerns and not in turn tell other staff and parents.

Communicating program goals, priorities, and financial status to the coordinator and soliciting his/her cooperation seems to be more effective than keeping him/her in the dark.

Appendix J

PROBLEM INVENTORY
EXTENDED DAY ENRICHMENT PROGRAM

Principals' List

I would like to give more attention to the Extended Day Program, but there are not enough hours in a day. Just facility and grounds concerns would be a full time job, but there are also observations, evaluations, parent conferences, teacher conferences, school picture day, discipline, cafeteria concerns, grandparents' day, and faculty meeting--and that's just this week.

Reports from the community school don't give me enough information. The monthly summaries show total amounts paid in wages and expenditures for supplies and equipment, but I have no way of knowing which invoices have been paid, or how many hours individual employees worked. Other community schools provide this information to their principals. I have asked for better reporting procedures but the community school administrators ignores my requests. I don't understanding this inconsistency, since it is no problem for other community schools.

Cooperation from the community school has been excellent. We have no bookkeeper on staff. The flexibility of Extended Day funds has allowed me to do many special projects for the whole school. I do worry about safety of staff members. Our coordinator handles a lot of cash and she has to keep that money over the weekend. I'd like to see the money picked from our school.

Ordering from the warehouse is cumbersome. I'd like to see the procedure streamlined so that the Extended Day internal account could be accessed directly.

Every year we have problems getting new employees appointed to the payroll through the community school. I know that the personnel office is slow, but there is no excuse for workers to go 8 weeks without a paycheck.

The trick is finding the right person for the job of coordinator. I've had very few problems since the new coordinator came on board.

Some principals allow the coordinator to become a full time position (without benefits) and report 40 hours a weeks just for the after school program. That makes it difficult for me to limit my coordinator to about 25 hours a week.

Appendix K

EXTENDED DAY RESOURCE MATERIALS

ORANGE COUNTY PUBLIC SCHOOLS EXTENDED DAY ENRICHMENT PROGRAM

(Blue Portfolios)

List of Book Titles

Portfolio #1
Great Games to Play with Groups
The Kids' Kitchen Takeover
Activities for School-Age Child Care

Portfolio #2
Come and Get It
Survival Kit for Teachers and Parents
Take Part Art

Portfolio #3
Arts and Crafts
School-Age Children with Special Needs
Mudworks

Portfolio #4
Please Don't Sit on the Kids
A No-Cook Cook and Learn Book
Puddles and Wings and Grapevine Swings

Portfolio #5
Teaching Tips
What To Do with a Squirt of Glue
Explore and Create

Portfolio #6
Kids America
Puppets: Friends at Your Fingertips
Creative Conflict Resolution

Portfolio #7
I Can Make a Rainbow
Newspaper Theater
Holidays: Special Ways to Celebrate Special Days

Portfolio #8
Activities for School-Age Child Care: Playing and Learning
Puppets with Pizazz
Puppet Stages and Props with Pizazz

Portfolio #9
Beyond Winning
Paper Capers
Self-Esteem: A Classroom Affair

Portfolio #10
Exploring Art
Cup Cooking
One-Minute Game Guide

Portfolio #11
Primary Math Trivial Pursuit
The Book of Think
Hand-Shaped Art

Portfolio #12
Play Power
202 Science Investigations
Treasure Box

Portfolio #13
Hop, Skip and Jump
Creative Chalkboard Activities
Incredible Indoor Game Book

Portfolio #14
Magic Mixtures
Make Up Your Own Game
Lollipops, Grapes and Clothespin Critters

Portfolio #15
Mud Pies to Magnets
More Mud Pies to Magnets
Crayon Craft Concepts

Portfolio #16
Explore and Experiment
The Fun Collection
Living and Learning with Children

Portfolio #17
The ABCs of Origami
Parachute Play
Outside Play and Learning

Portfolio #18
From the Hand of a Child
Thinking Games 2
Science Sampler

Portfolio #19
Sports Works
Food Works
Super Flyers

Portfolio #20
Education Goes Outdoors
Science on a Shoestring
Bug Play Package

Portfolio #21
Cook and Learn
Artsplay
Art Projects for Young Children

Portfolio #22
Month-by-Month Activity Guide
Leaves are Falling in Rainbows
Scribble Cookies

Portfolio #23
Dribble Drabble
Kids Encyclopedia of Things to Make and Do
One Two Buckle My Shoe

Portfolio #24
Hug a Tree
Bubbles, Rainbows and Worms
Where are the Dinosaurs?

Portfolio #25
One Two Three Art
One Two Three Games
One Two Three Puppets

Portfolio #26
Games to Play with Groups
Resources for Dramatic Play
Alphabet Cooking Cards

Portfolio #27
Thinking Games 1
100 Blackboard Games
Award-Winning Activities

Portfolio #28
Beautiful Junk
H_2O Science
Arts and Crafts for All

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Professional Resource Library
Kit # 9

Name [redacted]

School Rolling Hills Elementary Ext. Day

Please comment on each book:

Beyond Winning, Lawrence Rowen, Fearon Teacher Aids, 1990.

Easy games involving small space and light equipment. Very concise on how to set up (use ribbon tag) & group. Children learning from little each other.

Paper Capers, Imogene Forte, Incentive Publications, 1985.

Very good. Children learn to do things with few resources & available materials at home & school. Easy directions to follow & ideas. Good visual material.

Self-Esteem: A Classroom Affair, Michele and Craig Borba, Harper and Row Publishers, 1982.

Short helpful group lessons to enhance & encourage children's actions & feelings toward each other. It speaks to kids - tries to use - help them to be more aware of themselves and their friends' feelings.

Please comment on the book loan system:

Very good. Books given as close to help the children develop good physical independent functional relationship habits.

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EXTENDED DAY
ENRICHMENT PROGRAM

ORANGE COUNTY PUBLIC SCHOOLS
PROFESSIONAL RESOURCE LIBRARY CENTER
(BLUE PORTFOLIOS)

ROTATION SCHEDULE

	October 1991	November 1991	December 1991	January 1992	February 1992	March 1992	April 1992	May 1992
Extended Day								
Bay Meadows	1	2	3	4	5	6	7	10
Dr. Phillips Elem.	2	3	4	5	6	7	8	9
John Young	3	4	5	6	7	8	9	10
MetroWest	4	5	6	7	8	9	10	1
Palm Lake	5	6	7	8	9	10	1	2
Waterbridge	6	7	8	9	10	1	2	3
Windermere	7	8	9	10	1	2	3	4
Windy Ridge	8	9	10	1	2	3	4	5
Winegard	9	10	1	2	3	4	5	6
Sadler	10	1	2	3	4	5	6	7

June packets will be returned to the district office in June to exchange with professional resources used by other community schools.

Extended Day Coordinators are encouraged to bring their Professional Resource Library (blue portfolios) to the monthly coordinator meetings sponsored by Dr. Phillips Community School. If the coordinator forgets to bring the blue portfolio, exchange of portfolios can be done through the Community School office at the time receipts/money is turned in.

Appendix N

Evaluation - Crafts Curriculum Kit

Name_____

School_____

How did you use the craft samples?

How did you encourage creativity and flexibility?

Was the kit helpful/useful to you?

Comments/Suggestions/Improvements:

Appendix O

Evaluation - Science Curriculum Kit

Name_____

School_____

How did you use the kit/books?

What activities did children like/dislike?

Was the kit/books helpful in offering science activities?

The kit cost $89. Does your program plan to buy one?

Yes: _____ No: _____ Maybe: _____

Appendix P

EVALUATION OF
COOKING CURRICULUM KIT-PORTABLE KITCHEN

Name_____

School_____

How did you use the cooking kit/portable kitchen?

____ Did not use it.

____ Large group activity (adult directed, children helped).

____ Production line cooking (set up a series of stations, children went individually from station to station).

____ Small group activity ("self-directed" only 3 or 4 children cook at a time).

If you tried small group "self-directed" cooking, what were the results?

What recommendations/suggestions do you have for others using this kit?

Does your site plan to buy cooking equipment?

____ Yes ____ No ____ Maybe

Comments:

Appendix Q

New Program Sites
January 1991 to July 1992

Bonneville Elementary	Grand Avenue Elementary
Ivey Lane Elementary	Wheatley Elementary
Maxey Elementary	Eccleston Elementary
Waterbridge Elementary *	Waterford Elementary *
Tangelo Park Elementary	Hidden Oaks Elementary *
John Young Elementary *	Windy Ridge Elementary *
Orange Center Elementary	Little River Elementary
Dr. Phillips Elementary	Clay Springs Elementary *

* denotes new school construction

COMP # _____
OFFICE OF TRAINING AND DEVELOPMENT USE ONLY

ORANGE COUNTY PUBLIC SCHOOLS
TRAINING AND DEVELOPMENT ACTIVITY EVALUATION

TE-S

ACTIVITY TITLE: _____

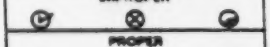
DATE: _____

DIRECTIONS FOR MARKING ANSWER SHEET

USE NO. 2 LEAD PENCIL

- Make each mark heavy and black. Mark should fill circle completely.
- Erase clearly any answer you wish to change. Make no stray marks.

IMPROPER



PROPER

DEAR COLLEAGUE,

YOUR INPUT IS VERY IMPORTANT. PLEASE COMPLETE THIS EVALUATION SO THAT WE CAN ASSESS OUR PROFESSIONAL DEVELOPMENT EFFORTS. THIS INFORMATION WILL BE USED AS PLANS ARE MADE FOR FURTHER ACTIVITIES.

THANK YOU,

OFFICE OF TRAINING AND DEVELOPMENT
AND TEACHER
EDUCATION CENTER

(FILL IN ONLY ONE RESPONSE PER QUESTION.)

	EXCELLENT	GOOD	FAIR	POOR
1. HOW WOULD YOU RATE THIS ACTIVITY OVERALL	O	O	O	O
HOW WOULD YOU RATE EACH OF THE FOLLOWING?				
2. ORGANIZATION OF THE ACTIVITY	O	O	O	O
3. WERE OBJECTIVES OF ACTIVITY ADEQUATELY DEFINED	O	O	O	O
4. WERE THE OBJECTIVES ACCOMPLISHED	O	O	O	O
5. PACE OF ACTIVITIES	O	O	O	O
6. CLARITY OF PRESENTATION	O	O	O	O
7. INTEREST LEVEL OF MATERIAL PRESENTED	O	O	O	O
8. USEFULNESS/PRACTICALITY OF THE PRESENTATION	O	O	O	O
9. HOW WOULD YOU EVALUATE CONSULTANT(S)/INSTRUCTOR(S)	O	O	O	O

NOW PUT YOUR FEELINGS ABOUT THIS ACTIVITY INTO YOUR OWN WORDS.

_____

_____

_____

_____

HOW MIGHT THIS ACTIVITY BE IMPROVED TO MAKE IT A RICHER LEARNING EXPERIENCE?

_____

_____

_____

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Appendix S

Follow-up Survey

Dear Loch Haven Training Participant,

Thank you for attending the inservice training presented in cooperation with Loch Haven Cultural Consortium. Evaluation was extremely positive. Many of you requested more time at each location. To help in planning future events, please fill out the following questionnaire and return as directed below. Thank You.

Betsy Fulmer
Community Education

****

1. How often do you go to the Orlando Science Center?
   - ☐ Inservice Training was my first time.
   - ☐ I attend occasionally—one to three times a year
   - ☐ I attend infrequently—less than once a year
   - ☐ I attend regularly—four or more times a year

2. How often do you go to the Orlando Museum of Art?
   - ☐ Inservice Training was my first time.
   - ☐ I attend occasionally—one to three times a year
   - ☐ I attend infrequently—less than once a year
   - ☐ I attend regularly—four or more times a year

3. How often do you go to the Civic Theater of Central Florida?
   - ☐ Inservice Training was my first time.
   - ☐ I attend occasionally—one to three times a year
   - ☐ I attend infrequently—less than once a year
   - ☐ I attend regularly—four or more times a year

4. How often do you go to the Orange County Historical Museum?
   - ☐ Inservice Training was my first time.
   - ☐ I attend occasionally—one to three times a year
   - ☐ I attend infrequently—less than once a year
   - ☐ I attend regularly—four or more times a year

5. What information or ideas were most useful to you in your Extended Day duties?

   _____

   _____

6. Did interaction with other Extended Day employees give you ideas to use at your site?

   ☐ Yes ☐ No

   Comments: _____

   _____

7. Is your Extended Day program planning a field trip to any of the four facilities you visited during inservice training?

   ☐ Yes ☐ No

   Comments: _____

   _____

8. Please add any suggestions/comments to improve the program.

   _____

   _____

****

RETURN VIA COURIER TO BETSY FULMER, ELC-8 F7bp180

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COMMUNITY EDUCATION EXTENDED DAY NEWS

March - April 1991

Greetings,

We welcome Maxey Extended Day as our 70th elementary school site. Barbara Hilton and Bea Coleman attended training and visited three sites in a whirlwind tour. Many thanks to the Extended Day staff at Dream Lake, Clarcona, and Spring Lake for sharing "how to" information with our rookies.

The Youth Services Council will distribute summer program information about the Extended Day Program and other recreational opportunities in a booklet called 'Summer Fun.' Last year 60,000 copies were distributed. The new twist this year is that the same information will also be published in "TV Times" which has a much broader distribution. The deadline given us by the Youth Services Council necessitated contacting principals by voice mail to receive information concern summer programs in time to meet the publication deadline. I appreciate the immediate response we received. Thank you for your cooperation.

The next newsletter, May 1991, will be the summer activities edition. Please send me your ideas and I will send you a coveted HOORAY FOR EXTENDED DAY T-shirt.

Warm spring wishes for each of you. Keep up the good work!

Betsy Fulmer

Betsy Fulmer, 849-3200, ext. 2875

Professional Resource Library

The Extended Day coordinators from Evans Community School meet monthly at different sites to share ideas. This group representing 9 Extended Day Programs is piloting a new program for sharing curriculum resource materials. Betsy Fulmer emptied her bookshelves in an effort to get the "neat" books with games and activities out of the district office and into the hands of Extended Day staff members who can really use them.

Hopefully, the system will work like this. Each coordinator is given a portfolio of 3 books and evaluation sheets. The books are to be used by staff members at the site and next month the coordinators trade portfolios to get 3 different books. This system can be set up for other community schools as well; talk to your community school administrator if you're interested.

ORANGE COUNTY PUBLIC SCHOOLS
ORLANDO, FLORIDA
James L. Schott, Superintendent
Joseph E. Stephens, Associate Superintendent, Postsecondary Vocational, Adult and Community Education
Ronald Froman, Senior Administrator, Adult General Education, Community Education and Special Vocational Projects
Betsy Fulmer, Curriculum Resource Teacher, Community Education
849-3200, extension 2836

Florida School Age Child Care Symposium

Information was sent to each Extended Day principal about the Florida School Age Child Care Symposium to be held at the Maitland Sheraton, March 7-9. Conference registration fees were paid by the School Age Child Care Incentives Grant for 30 Extended Day employees. I'm sorry if you were turned down. The slots were gobbled up quickly. Some Extended Day Programs are paying for employees to attend from the Extended Day account. It is a real treat to have the state-wide conference held in our backyard. I hope those who attend will share their information with others. Information about next year's conference will be announced in the Community Education Extended Day Newsletter, probably November 1991.

Help from Oak Hill

Kathleen Patterson, from Oak Hill Extended Day, prefers to use her own sign-in/sign-out form. A copy of her form is included in the packet. Coordinators may develop their own forms as long as they cover the same record keeping functions outlined in the Extended Day Operational Handbook.

Lakemont Extended Day

Diane Charlton, coordinator at Lakemont Extended Day, reported success in opening the program there, and she is already contributing ideas to the newsletter! At Lakemont they have monthly birthday parties for children and staff with birthdays that month. To help children understand the democratic process, each class has elected a president and vice president. Diane also reported a successful carnival day for the children. Tickets were made on the copy machine and distributed (at no cost) to the students who then could go from activity to activity.

School Age Notes

Bob Bruce, Community School Administrator at Evans, bought subscriptions of "School Age Notes" for each coordinator. The newsletters are sent at the group rate to the community school. A copy is given to each coordinator either at their monthly meeting or when they turn in money. Carolyn Hendricks, in the Evans Community School office, reports a great response from the coordinators. They are very impressed with the newsletter, and find the ideas are really useful. This is a newsletter dedicated solely to school age child care professionals. It includes activities, play leadership, developmental notes, conflict resolution, curriculum corner, training tips, and administrative notes. Order information is in the packet.

Operational Handbook Update

It's time to update the hot pink Operational Handbook. The hot pink edition was printed last year, June 1990, and replaced the yellow edition. Please take some time and look over this document and make suggestions for revisions. It is the official rule book for the program. Last year, Extended Day staff members made numerous helpful suggestions which were incorporated into the hot pink edition. The book has 2 sections; the first contains the procedures and the second part contains the official forms. Please send your ideas for changes to Betsy Fulmer before May 1. Changes in the handbook are discussed at the May meeting of the Extended Day Advisory Committee. (The new edition will list the date on the front cover.) Courier envelopes should be addressed: Betsy Fulmer, ELC 8.

Extended Day Advisory Committee

The Extended Day Advisory Committee serves as important role in the Extended Day Program. It is a forum which principals, Extended Day coordinators, community school administrators, and district personnel meet to discuss policy issues in the Extended Day Program. In the past, the committee has been a small group with representatives from each segment. Joseph Stephens, Associate Superintendent for Postsecondary, Adult and Community Education, will be expanding the group to include an elementary principal from each cluster, an Extended Day coordinator from each community school area, all 8 community school administrators, and appropriate personnel from the district office. Ron Froman, Sr. Administrator for Adult and Community, will coordinate the Extended Day Advisory Committee. The committee meets twice a year. Advisory Committee members will be appointed by Joseph Stephens in early April 1991. If you would like to be considered for membership on the Advisory Committee, please call Betsy Fulmer, ELC 8, 849-3200, ext. 2874.

Fire Fighting

Chuck Shoemake of the Central Florida Fire Academy at Mid-Florida Tech has offered to be resource for Extended Day field trips. The Fire Academy trains fire fighters in the central Florida area. Arrangements can be made for our Extended Day children to watch hose and ladder practice sessions as well as the excitement of seeing the fire fighters extinguish real fires. Call Chuck Shoemake at 855-3281 to make arrangements.

Storytelling Opportunity

Do you have a flair for storytelling or reading to children? Are you interested in being paid for sharing your talent? OCPS Adult and Community Education department is cooperating with the literacy coalition's booth for The Orlando Sentinel Book Fair at Lake Eola Park.. The festival (April 13th & 14th) will highlight authors, and other activities centered around books and literacy. Grant money is available to pay readers/storytellers. Call Betsy Fulmer by March 15, if you are interested in working.

CPR and First Aid

Lt. Randy Tuten, from Institute of Emergency Medical Services at Mid-Florida Tech, can help arrange first aid and/or CPR classes for Extended Day employees at your school site. You need about 14 to 16 participants so some sites may need to work with other sites nearby. Fee waivers for the tuition can be arranged because you are school board employees. Although this training is not required, it is very informative and worthwhile. Contact Lt. Randy Tuten at 855-5880, ext. 262.

Orlando Fire Department

For Extended Day Programs operating at schools within the Orlando city limits, the Orlando Fire Department can be used as a program resource. Lt. Woodard is the public safety officer and he can arrange for a fire truck and/or rescue vehicle to visit your center and for the emergency professionals to talk to your youngsters. Lt. Woodard can be reached at 246-2386.

John Young Extended Day

Kathy Leadbeater and Nancy Joiner of John Young Extended Day sent in a wonderful 2 page report of their activities to share with you. "We have had speakers visit with program to talk on a number of subjects including heart disease and day care. Ronald McDonald came and led the group in exercises. Classes have been offered in flutaphone, drama, T-shirt design, Spanish, and beginner computer literacy.

With our large group of 160 children, we feel uncomfortable taking field trips. Our alternative is to have an "in-house" field trip. A live theatre group called "The Magic Story Machine" presented a play, "The Princess and the Pea." One of the performer's daughter is in our Extended Day. The kids loved the show and got involved in it. In addition, the children received a remembrance of the play. The fee for the performance is based on the number in your group. For our group it was $1.50 per child less 18% for no shows. We chose to pay for the theatre performance from regular weekly fees instead of charging parents extra. If you would like more information on the theatre group, call Cheryl Maxfield at 438-2132.

Scholarship Report

Thanks to you, it's working. The scholarship money allocated by the Orange County Citizen's Commission for Children is making a difference for families and children with economic hardships. So far, 240 children are receiving scholarship funds. There is still scholarship money remaining. Please be sure to post notices in your school for all parents to see.

The Magic List

Permission has been secured to reprint "The Magic List" of alternatives to punitive punishment. With spring fever just around the corner, it might be helpful to look over the list to preserve your sanity and to keep discipline positive. Often a touch of proper adult intervention sidetrack the need for discipline.

Wood Projects and More

It may be a sexist statement, but unfortunately it's often true that craft projects appeal more to girls than boys. Coordinators are constantly searching for projects that really appeal to boys. The latest catalog of "1001 Crafts by J & A" may help coordinators in their search. In addition to ruffles and sequins, the catalog also offers pine wood projects. All parts are pre-cut, read to sand, assemble, and finish with paint or stain. Of course, girls may also enjoy constructing jet fighters, tanks, jeeps and boats. In addition to prepackaged kits, you can purchase assorted hardwood odds 'n ends to encourage creativity. No power tools are required so this is an excellent introduction to woodworking for Extended Day children. A catalog from "1001 Crafts by J & A" is included in each packet. (Product information is provided for your convenience and does not constitute an endorsement by Orange County Public Schools.)

Ticket Techniques

Elsie Calderon at Rolling Hills Extended Day reports that students come into the Extended Day Program like bulls running the streets of Pamplona, Spain. This energy is great for playground activities, but not for checking to see that all Extended Day boys and girls are present. Students are rewarded for good behavior – putting their book bags in the designated location, sitting down and listening to announcements. The Extended Day coordinator rewards groups following this standard of behavior by giving away as many as 5 tickets a day. Tickets are earned for total group behavior so children use peer pressure to promote better behavior. Tickets may also be taken away. Tickets may be awarded at other times too, such as good behavior in the rest rooms. Every two weeks a special event is planned for the group with the most tickets. Treats may be permission to use special games, toys or equipment; sometime treats are food or a party.

Year-Round at Ventura

Extended Day at Ventura Elementary is year-round fun. Coordinator Jim Brown has done a masterful job of preparing activities, parent letter and calendars. This material is color coded for the different tracks. Information is also divided "on-track" and "off-track." If your site is interested in the summer/year-round materials from Ventura, just contact Jim Brown, 277-4414. It is best to leave a detailed message since Jim has both teaching and coordinating responsibilities.

Sharing Information

Do you have an idea to share in the newaletter, but not enough time to write it down and send it through the courier? Jus t pick up the phone, any time of the day or night Call Betsy Fulmer at 849-3200, ext, 2874, and leave the message on voice mail. You can talk up to three minutes. At the beginning of your message, indicate that your call concerns the newsletter. Be sure to tell me what size t-shirt you wear. Your call will earn you an official "HOORAY FOR EXTENDED DAY" t-shirt. No excuses for not sharing – – now you can call or write.

T-shirt awards:

Iris Munoz	Arbor Ridge Extended Day
Ralph Hewitt	Arbor Ridge Extended Day
Lisa Hart	Aloma Extended Day
Bill Parker	Risk Management
Livvy Daugherty	Risk Management
Diane Ryan	Dover Shores Extended Day
Clarissa Frances	Rolling Hills Extended Day
Elsie Calderon	Rolling Hills Extended Day
Brenda Saylor	Rolling Hills Extended Day
Al Cornelison	Colonial Community School
Jim Brown	Ventura Extended Day

Extended Day Training

Just a quick note about the overall training process for the Extended Day Program. Nothing has changed; but it's good to review the game plan.

In January 1990 the current system of Extended Day training was instituted. Extended Day coordinator or some other specified person receives training to be the "site trainer" for each Extended Day site. The coordinator/trainer is responsible for training employees using the 6 modules. Employees are on the payroll for 4 hours to complete the training. Training times and dates are flexible to accommodate each site. Upon completion of the training, employees sign a responsibility agreement for each module. The coordinator/trainer turns all 6 agreements into the Community School which then issues a certificate.

As new employees join the staff, the coordinator/trainer trains them as well. Training is an on-going event. Coordinators/trainers can plan time for "veteran" employees to address specific training topics like discipline or curriculum.

Elementary principals have the option of granting exemptions to employees who have no student contact, or who are certified teachers. Exemption forms are available from the community school office.

Site based training allows flexibility where it is needed most -- at the specific site--while at the same time it addresses the liability concerns common to all Extended Day Programs. If you have any questions about the process, please call Betsy Fulmer at 849-3200, ext. 2874 or your Community School Administrator.

Pop Tops Report

Sandi Feliciano (Hiawassee Extended Day) reports that their project collecting aluminum pop tops is still going strong. They have collected more than 100,000. The proceeds of this project help buy craft supplies for children receiving dialysis at Shands Hospital in Gainesville.

Arts and Craft Suppliers

Joyce Goodman of Orlo Vista Extended Day suggests using SAS (Southern Arts Supply) as a source for arts and crafts items. Their toll free order number is (800) 330-7238. Catalogs will be available in late Spring 1991. Call to request your copy.

Another craft materials supplier, "Do-Do Sales," specializes in the crafty items as opposed to supplies for artists. Their catalog is included in the packet. They have goo-goo eyes, pipe cleaners, pom poms, and 25,000 other items. Their toll free number is (800) 238-DODO.

Catalogs from Classic School Products have wonderful games and equipment for your program. Hope these catalogs are helpful.

Note: Vendors' names are provided for information purposes; this does not constitute an endorsement by Orange County Public Schools.

Accommodating Off-Site Children

Principal Mary Alice Hodges and coordinator Lisa Hart of Aloma Elementary have been very accommodating in accepting registered Extended Day Children from other sites during holidays/work days when other programs are closed. In the future, these parents will be required to pre-pay in advance. This will help assure an accurate head count so staffing requirements can be adjusted. Please mention this to any parents who may be affected in the future.

Beautifying Brookshire

Third, fourth, and fifth graders are digging in the dirt at Brookshire Elementary along with members of the Winter Park Garden Club in a joint landscape project. Jerry Tanner and Jen Pratt from the garden club took soil samples for testing. Once the older students have prepared the soil, younger students will help. The garden club will supply the landscape materials and seeds. Ann MacDiarmid and LuAnn Misiano say that the children are really proud to be involved in the project and they are receiving lots of positive attention.

Important Insurance Clarification

Think about an alligator, a bird and a horse. All three species are animals, but that's where the similarity ends. Each animal is a very distinct beast. Horses don't fly and alligators don't have feathers. With injuries and insurance in the Extended Day Program there are three (3) very distinct animals. Procedures/information for an injured employee are very different from procedures/information for an injured Extended Day child. If the injured child is the son/daughter of an OCPS employee, there are different procedures/information. Be careful not to confuse these 3 beasts. As the Extended Day zookeeper you need to be aware of different procedures for handling these different animals.

INJURED EXTENDED DAY CHILD – Once you have handled the emergency by calling the parent and/or 911 if necessary, fill out an Incident Report form. Parents should use their own physician. School insurance is supplemental to the family's insurance. Give parents a claim form for School Insurance of Florida; parents may also receive a copy of the Incident Report if they so desire. Parents submit bills for payment. Do NOT tell parents that the injury will be fully covered; do NOT direct the parent to any specific clinic, hospital or doctor.

INJURED EXTENDED DAY EMPLOYEE – The principal at your school has information for school employees. Extended Day employees are OCPS employees and follow the same procedures. Complete the 'Worker's Compensation First Report of Injury' for your principal's signature. The injured employee takes a separate form called a 'Medical Authorization Form' to the assigned doctor for your school site.

CHILD OF OCPS EMPLOYEE – Once you have handled the emergency by calling the parent and/or 911 if necessary, fill out an incident report form. The student who has an OCPS parent with OCPS medical insurance needs to use a PPO/HMO doctor and hospital from that medical insurance program's specific list for treatment of the injury. Please do not use the Worker's Compensation doctor used for OCPS employee injuries.